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ABSTRACT

The purpose of this practicum was to develop and field test a model plan for the Executive Middle School Internship Program at Nova Middle School. The plan was designed to effectuate a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experience in the world of executives and organizations. An effort was made, first, to determine if community resources were available, sufficiently sophisticated, and receptive to provide meaningful exploratory experiences related to careers and, second, to determine to what extent, if any, positive career exploration experience could widen horizons and develop and enhance positive attitudes toward the world of work in eighth grade students. A model plan was developed and field tested; community agencies were responsive and demonstrated expertise in providing exploratory experiences for students; and an analysis of the pre- and post-attitudinal survey and tests revealed that the experience did widen horizons and develop and enhance positive attitudes toward the world of work in the participants. (Author)

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THE EXECUTIVE MIDDLE SCHOOL INTERNSHIPS - A MODEL

By

William Rogers Martin, Sr.

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
Nova University

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Fort Lauderdale Cluster
Doctor Bert Kleiman, Coordinator

Maxi II Practicum
January 20, 1975

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To

Claudette and William, Jr.

And

Children In Middle Schools Throughout America

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THE EXECUTIVE MIDDLE SCHOOL INTERNSHIPS - A MODEL

INTRODUCTION

The middle schools in America are restricted within their limited walls in providing the varied career-related experiences, opportunities, and options needed by students. The schools, therefore, must look beyond their walls to resources in the community in order to optimize the development of the potentials of today's youth. This will help students become more effective in their participation and involvement in tomorrow's world.

The need to broaden the horizons, opportunities, and options of students in middle schools beyond the confines of their school campuses in career-related experiences is nationwide in scope. After making a diligent search the author failed to discover a published model describing such a program for middle school students.

There are, however, varying modifications of such a program in existence for high school students. Dr. Sharlene Hirsch, former National Lecturer for the Nova University National Ed. D. Program for Educational Leaders, developed an internship program that is used in senior high schools nationwide. The author was inspired by Dr. Hirsch and conceptualized the Executive Middle School Internship Program through his association with her. It should be noted here that in the high school program, the students select areas and are placed for the purpose of gaining work experience.

Similarly, within the middle school, there exists a program in which students may spend a brief period of time with doctors, lawyers, or professional organizations, et cetera. This is, however, based solely on the students' choices.

The Executive Middle School Internship proposes exposure of middle school students to situations related to the world of work without regard to choice or specific interest. The idea suggests that in doing so, interest, or the lack of it, will evolve due to the exposure itself. Hopefully, students will gain extensive insight into the various aspects of the world of work, thus giving them a broader basis for selection in the future.

SUBSTANTIATION OF NEED FOR THIS TYPE PROGRAM

At the middle-school level, students need concrete exploratory experiences about the world of work if they are to be guided in the proper direction relative to their future participation in that world. The Executive Middle School Internship Program provides an opportunity for eighth-grade students to take a leave of absence from their regular studies to serve as special assistants, or executive interns, to senior officials in city and county government, business, industry, private non-profit agencies, civic organizations, educational and cultural institutions, mass communications, and the private sector in the local school community. The length of the leave of absence will be flexible and relevant to the exploratory needs of the students and ability of the agency to meet their needs appropriately. The length of the exposure could vary from 1 day to 3 weeks. Agencies for this program will include such individuals and organizations as city and county commissions, judges, attorneys, doctors, museum curators, city librarians, directors of community-based programs, business executives, newspaper editors and publishers, administrators of hospitals, programs in the performing arts, and radio and television producers.

Having worked as a middle school principal within recent years with career education an integral part of the school's curriculum, this writer is of the professional opinion that the Executive Middle School Internship Program is definitely needed at the middle-school level, especially at the eighth-grade level. Further substantiation of the need for such a program can be obtained from an analysis of data collected from the Florida state-wide twelfth grade testing program. (See APPENDIX A for total report.) An examination of this data shows the following:

> "A larger percentage of students in the county (14%) compared to the statewide average (11%) are now attending business or commercially oriented schools and an additional (7%) in vocational or industrial arts schools (statewide, (6%). This trend might suggest that more and more students are recognizing the dignity of the diversity in the world of work and thus are turning away from the traditional college preparatory or academically-oriented curriculum in favor of their more immediate needs and goals of obtaining a 'saleable skill' and gainful employment."

Additionally, Dr. Charles Lapp of Washington University, St. Louis, in an article entitled, "Students With Career Plans Find Better Jobs," had this to say:

> "Students getting the better paying jobs today started college with a definite career path in mind, one based on an extensive, personal search for job opportunities in specific industries and geographic areas. The profit squeeze has forced employers to look for people who have capabilities that make them immediately productive with little or no training."

Dr. Lapp's total statement is reported in Appendix A.

The most provocative data available that will give credence to the creation and implementation of the Executive Middle School Internship Program in the Broward County School

System is found in Appendix A. This data was developed by Dr. William T. McFatter, Program Superintendent for long-range planning for the School Board of Broward County, Florida.

The data supplied by Dr. McFatter shows the actual membership of students enrolled in Vocational and Special Education programs in 1973-74 and the anticipated membership in those same programs during the 1978-79 school year. The dramatic membership increase from 1973-74 to 1978-79 is interesting to note and legitimatizes our rationale for developing an exploratory program at the eighth-grade level to prepare students to make vocational choices.

The anticipated prevalence for Exceptional Education was supplied by the State Department of Education. The anticipated prevalence for other courses was taken from the 1970 census report for Broward County.

Additional data is included throughout Appendix A that will substantiate the need for this program. For example, the article entitled, "Dropouts Reduced Class of '74 By One-Third," examines those things school board members, the superintendent and school administrators in Broward County plan to do to provide educational opportunity in a more meaningful way for students in the Broward County schools. The article stated that of the 9,910 students who entered the ninth grade in 1970, only 6,831 received diplomas in 1974. Of the 6,831 who graduated in 1974, approximately 56 percent indicated that they planned to attend college. The concluding data in this article lists the goals and objectives established by Broward County School administrators to curb the dropout problem and assist the non-college-bound student.

Another article presented in Appendix A entitled, "Thirteen Percent of Ninth Graders Still At Elementary Level-Test," addresses the reading problem of ninth grade students in the Broward County Schools. The school superintendent expresses concern for more educational programs aimed at helping these students prepare for useful occupations upon leaving school.

Paul Carson's articles entitled,"Getting A Job - One of the 'Inevitables'" and "Résumé Can Hurt An Applicant," emphasize the importance of people and especially young people getting experience and exposure to that phase of career orientation which deal specifically with presenting oneself appropriately in the job-seeking process.

The final article in Appendix A entitled, "Courtroom Beats Playground," by Margaret Croxton points up how city government, by being sensitive and aware, can provide appropriate and necessary career-related exposure for students, even eleven year olds in fifth grade and thereby assist them in identifying their career choice.

It is the opinion of this writer that the more opportunity students have to explore the world of work, the more they will enhance their talents, goals, ambitions, and values. Getting exploratory experiences at the middle school in eighth grade is, in the author's view, an excellent time for this program to begin.

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SCHOOL WHERE PILOT PROGRAM WAS CONDUCTED

Nova Middle School, located in Davie, Florida, is the center for innovation and research in the Broward County School System. It draws students from all sections of the county - Hallandale and Lake Forest on the south, Lighthouse Point and Parkland on the north, and all areas in between. The Nova population closely parallels a cross section of the overall county school population. This, along with other factors, legitimized our rationale for having selected Nova to participate in a research project designed to develop a model plan for an Executive Middle School Internship Program during the 1974-75 school term.

In June, 1974, Nova initiated the county's first venture into a year-round school program. By late August the school registered approximately 1081 students in grades six through eight. The faculty and staff included approximately 49 professionals, with a black-white ratio of approximately 17 percent and 83 percent, respectively. Student enrollment in the various grades was as follows: sixth grade, 378; seventh grade, 346; and eighth grade, 357.

The student body who attended Nova brought a diversity of social, emotional, and academic needs. Curriculum planning for the educational program at Nova included programs for students who were classified as gifted, socially maladjusted, emotionally disturbed, students who were in the general academic program, and students who had learning disabilities and reading problems.

Although it was anticipated that a diversified program tailored to meet the varying needs of students was provided within the school walls, the needs of many students could not be adequately met within the Nova walls. Nevertheless, there were and still are tremendous untapped community resources outside the school walls that did and can assist in meeting the needs of the students.

PURPOSES AND GOALS OF THE PROGRAM

The purpose of this practicum was to develop a model plan for the Executive Middle School Internship Program. This plan outlined a procedure for effectuating a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experience in the career world of work.

Realizing that the needs of certain students attending Nova were being met only partially within the confines of the campus program, and being aware that community resources were available to assist the school in meeting students' needs, the project director who is also the author of this practicum set forth the following goals and objectives for the overall program:

A. To help students in a non-academic environment to:

   1. explore interests, temperaments, values, achievements, abilities, and personal goals
   2. experience, first hand, varying aspects of the world of work
   3. learn the realities of the operation of city and county government, business, industry, civic organizations and/or cultural institutions.

B. To identify officials who control community resources and motivate them to serve as sponsoring agencies and participate by involving students in appropriate educational, career-related experiences designed to enrich their lives.

Student Objectives

The student will be able to identify all careers observed existing within the agency. In each career observed, the student will be able to identify the following:

the type of skills involved

the type of interpersonal relationships - working alone or with others

the amount and type of training required

the salary range in each career

ways in which the skills of the job relate to other jobs in the job area

availability of job promotion opportunities and fringe benefits

place of job performance - indoors or out-of-doors.

Agency Objectives

Agencies sponsoring executive interns were requested to do the following:

1. To provide participants an opportunity to explore, in depth, job areas of interest to them. This will be accomplished through daily contact with a resource person, through hands-on and shadowing experiences, through other career-related academic activities, and through results of the Personality Indicator Survey.

2. To provide the necessary supervision consistent with the maturity level of the participant.
3. To provide participants with exploratory experiences related to intellectual, social and self-developmental improvements of the student.
4. To assist school liaison in the evaluation of participants' achievement of objectives.
5. To facilitate and supplement the process of formal education by providing the student with practical experience related to classroom theory.
6. To close the gap between assumption and reality and to enhance the students' abilities to utilize the agency and/or business more effectively.

PROJECT DIRECTOR'S ROLE IN PROVIDING LEADERSHIP TO THE PROGRAM

To enable executive interns to achieve their goal and sponsoring agencies and others assisting to accomplish their tasks, the project director provided leadership by effectuating the following:

A. solicited approval of the superintendent and area superintendent to conduct program at Nova Middle School.

B. met with the principal, administrators, occupational specialist, and team leaders at Nova; discussed and explained the overall project and solicited their support and participation (See APPENDIX B for duties of the occupational specialist.)

C. met with county director of career education and received agreement for the use of career education staff member (part-time) to work with the project director in coordinating the overall program involving the school staff, students, and sponsoring agencies (See APPENDIX C for job description of career education consultant.)

D. surveyed the local community for potential sponsors (See APPENDIX D for information package and list of prospective sponsors.)

E. met and explained the project and initiated an orientation program with each of the thirteen selected agencies during the summer of 1974 (See APPENDIX E for selected agencies.)

F. met with the entire Nova Middle School instructional staff, discussed the program, and informed them of the purposes and ultimate goals and objectives of the project

G. met with randomly selected student-participants and their parents for an orientation session prior to their participation (See APPENDIX F for identity of participants.)

H. began student-agency participatory phase of the program the first week in November, 1974

I. set shooting schedule for video tape documentary to begin November 14 and end December 5, 1974

J. ended student-agency participatory phase the third week in December

K. conducted final evaluation of overall project.

IDENTIFICATION AND ORIENTATION OF SPONSORING AGENCIES

During the summer and early fall of 1974, the project director assisted by the occupational specialist at Nova and the career education consultant visited a large number of community agencies that were potential participants in the program. (See APPENDIX D for letter and information package to potential sponsors and the list of prospective agencies.) After very intensive evaluation and investigation, the thirteen agencies found in APPENDIX E were selected to participate in the pilot program.

The project staff, consisting of the director, occupational specialist, and career education consultant traveled as a team and visited each of the thirteen selected agencies. This team visit was designed to provide each agency an in-depth explanation of general overall goals of the program, a list of the specific objectives and expectations of agencies individually, and an outline and time frame for feeding back to the project staff the specific activities the agency planned to provide, on a daily basis, for each student participant.

Developing The Activities Package and Pre/Post Tests

The activities package is, in a sense, the life blood of the internship program. The program could not function effectively without carefully-thought-through activities, provided by the agency and designed to specify and meet the daily needs of participants. This package also contains a daily log questionnaire and a pre and post test tailored to the specific agency. To assist in the development of the activities package, the project director obtained the services of four university graduate assistants who gathered and submitted preliminary data that was edited and finalized by the project staff. These assistants included educators and social workers who were attending post-graduate level courses at Nova University. They received course credit for their participation in the project. The selected agencies were divided among the four graduate assistants. They visited and worked with each agency resource person individually to develop and tailor the contents of each agency package to the particular agency.

The project staff also worked with the graduate assistants in developing the agency pre/post tests. The following guidelines were used by the assistants in developing and tailoring the pre/post test to each agency individually:

a. Test questions should be - multiple choice, matching, true-false.

b. Test should contain a minimum of 10 questions, maximum of 15 questions.

c. Test items should be taken from activities observed in each agency and data from the log questionnaire.

d. Questions should cover all aspects of each agency.

e. Test questions should be kept simple.

The test for each agency was different. The graduate assistant and the agency resource person worked together to develop and validate the appropriateness of each test for each agency.

The project staff used a pamphlet entitled, "SCORE," developed by Dr. William Myers, director of the evaluation and testing, The School Board of Broward County, Florida, as a reference in constructing the various tests.

The four graduate assistants deserve high commendation for their work with developing the activities package and pre/post tests.

SELECTION AND ORIENTATION OF PARTICIPANTS

After a series of in-depth discussions concerning the goals and objectives of the program with the middle school administrators, team leaders, and entire instructional staff, the project staff developed and disseminated a student/parent information package to all Nova eighth-grade students and their parents through the instructional staff. It should be noted here that the entire Nova administrative and instructional staffs were actively involved in and supportive of the project. The student/parent information package - (See APPENDIX G.) - provided information for students and parents to gain an understanding about the program and make a decision whether or not to participate. After reviewing the information package and discussing the program with their parents, teachers, and counselors, approximately one hundred eighth-grade students expressed a desire to participate; twelve were selected by random sampling to participate actively in the pilot program. (See APPENDIX F for names of student participants.)

The Student-Parent Orientation Workshop

The project director and his staff conducted a two-day orientation workshop for the twelve selected students and their parents. (See APPENDIX H for workshop agenda and orientation materials.) During the first day of the two-day workshop, the following were accomplished:

A. The project director provided an in-depth explanation of the internship program with question and answer period for students and parents.

B. Students, assisted by their parents, selected and were scheduled with the agencies with whom they wanted to participate.

C. All participants completed registration cards.

D. The occupational specialist administered the Personality Indicator Survey. (See APPENDIX I.) This survey was designed to indicate to the participant, based upon his response to questions on the survey, whether he preferred to work with "things" or "people," "indoors" or "out-of-doors," was "self-directed" or "other-directed," enjoyed being "creative" or preferred the "routine."

E. The occupational specialist gave a pre-test for the first agency to which they were scheduled.

F. All participants received an activities package after which a detailed discussion concerning its use and purpose followed. The participant received the activities package for the first agency to which he was scheduled.

G. The project director loaned 8-1/2 X 14 hard-back folders with clipboard and side pocket. The outside of each folder was identified by the program title and personalized with the student's name. The folders were used to assist the participant in taking notes and filing data relevant to the program. They also served to identify and distinguish participants while at the agencies and at school.

H. The "Parental Permission and Insurance Statement" (See APPENDIX N.) was given to each parent for signature. This form was used to provide formal written permission for the student to participate in the program and also to release the school board and the school and its employees from all liability arising out of any injuries sustained by the student while participating in the program. Please note that there were no injuries or accidents connected with any phase of the program.

I. The project director explained to students and parents that participants would not be paid for participating in the program. Parents preferred this procedure and were very pleased.

During the second day of the workshop, participants spent time in the Nova Media Center and in the occupational specialist resource center researching pertinent information about the first agency they were scheduled to visit. Parents participated in the two-day workshop only during the morning session of the first day.

THE ACTIVITIES PACKAGE AND PRE-POST EVALUATION

Each participant received the appropriate activities package (See APPENDIX J.) for study and research at the school center and took the pre-test immediately before visiting an agency. During the agency visit, the participant observed the careers and activities, asked questions, and kept a daily log of what happened. Upon his return to school from each visit, the participant took a post-test, returned the activities package, and completed a log for that agency. (The agency pre-test is the same as its post-test.) (See APPENDIX K.) He then engaged in an oral evaluation of the previous agency with a counselor. (See APPENDIX L for evaluation form used by the counselor.) The participant was then ready for the agency he was scheduled to visit next, and the entire procedure was repeated.

EVALUATION ANALYSES OF THE PILOT PROGRAM

The Agency Evaluation

Thirteen agencies responded to an evaluation survey to report how well they met the goals and objectives of the pilot program. The responses of the agencies are as follows:

Question

Did participants appear to understand the responsibilities of the various careers within your agency?

Response

With few exceptions, agencies reported that participants did understand the responsibilities of the various careers within their agency.

Question

Were students punctual and appropriately dressed? Did they ask pertinent questions and follow directions?

Response

Agencies overwhelmingly responded "yes" to each item.

Question

Were participants responsive to criticism? Did they show respect for property, and appear to have a positive attitude and enjoy the experience?

Response

Agencies overwhelmingly responded "yes" to each item.

Question

Would you like to continue participating in the program?

Response

All agencies, except one, expressed a desire to continue in the program. Some felt that certain modifications would enhance participatory effectiveness for both parties. Others were ready to continue immediately using the current procedure with little or no change. The resource person in the agency wishing not to continue to participate also failed to grasp the essence of the program's ultimate purpose and intent. His lack of experience, and inability to follow the implementation guidelines of the pilot program contributed to his decision not to continue participation. With proper leadership from the resource person, this agency could be effective as a sponsoring agency. Students, as well as other persons at the agency, reported that the experience was meaningful in spite of the ineffective leadership provided by the resource person.

Question

What do you suggest to improve the program?

Response

The general responses from agencies were positive. They were generally concerned about the length of the observation time, the number of students they could accommodate simultaneously, et cetera.

Question

What do you consider the best points about the program?

Response

Comments from agencies were generally praiseworthy of the program. A quote from one agency that generally sums up their responses follows: "The students have an opportunity to gain knowledge of various careers early enough in their lives to enable them to make more intelligent decisions regarding education and career choices."

Agency Summary Statement

An analysis of the data submitted by agencies in evaluating the pilot program suggests that the goals and objectives of the pilot program were met and that agencies do have the sophistication to provide meaningful experiences, related to careers for middle-school-age students.

The Participant-Counselor Evaluation

At the end of each agency observation, the participant returned to school and engaged in an oral evaluation with a counselor who recorded the participant's responses. The following is a summary of the participant-counselor evaluation:

Question

Were people at the agencies helpful in explaining the different departments and careers?

Response

The overwhelming response to this question by participants was "yes."

Question

Did you fulfill your responsibilities relating to punctuality, dress, being courteous, and following directions?

Response

Participants responded 100 percent "yes" to the above question.

Question

Was the experience (a) as good as, (b) better than, (c) not so good as you expected it would be?

Response

Participants generally felt the experience at each agency was better than they expected it would be.

Participant-Counselor Summary Statement

An analysis of the participant-counselor evaluation responses suggests that the participants felt, overwhelmingly, that agency personnel were effective in exposing them to the various careers within each agency; that they met their responsibilities relating to punctuality, dress, being courteous and following directions; and that, in most instances, the observation experience at each agency was better than they had expected it to be.

The Participant Pre-Post Test

An activity package which contained a test designed to measure how well participants comprehended the exposure to careers was developed for each agency. The procedure used involved administering a pre-test to determine the participants' knowledge of the agency prior to the observation. Immediately after the observation the participants were post-tested, using the same instrument given in the pre-test to determine to what extent, if any, the observation had enhanced the participants' knowledge of the agency.

A comparative analysis of the pre-test results vis-a-vis the post-test results suggests unequivocally, that the observation and related activities improved the participants' knowledge, understanding, and ability to utilize the agency more effectively.

The Personality Indicator Survey

Prior to any agency visits, each participant was administered a Personality Indicator Survey. Similarly, after all visits were completed by the participant, the Personality Indicator Survey was again administered. Each student was made aware of the results immediately after taking the survey each time.

The purpose of the Pre-Survey was to show the participant's level of interest, before observation at the various agencies. The post-survey was intended to show the levels of participant interest after observation at the various agencies. A comparative analysis of pre-survey profile vis-a-vis the post-survey profile suggests that observation at the various agencies had no significant effect on changing the levels of interests. In general, the pre-survey data, on each participant, was not significantly different from the post-survey data. It should be noted here that it was not a part of the goals and objectives of this program to alter the interest level of the participant relative to the items on the survey.

The Participant Exit Evaluation

Twelve participants responded to an evaluation after they had completed all observation and participation in the pilot program. The evaluation was designed to measure how well participants felt the pilot program had met its goals and objectives. Participant responses are as follows:

Question

Were you able to identify and observe all careers existing in most of the agencies you visited?

Response

Without exception, each participant reported "yes" to the above question.

Question

Were you able to find answers to questions listed below (See evaluation form question #2, a, b, c, d.) about each career you observed either at the agency or through your school career center?

Response

Generally, students were able to find answers to the above question. Approximately one-fourth of the students indicated having difficulty finding answers to certain questions due to limited resource information available at the Nova Middle School Media and Career Education centers.

Question

Were you able to observe the following (See evaluation form, question #3, a, b, c, d.) about careers at the agencies you visited?

Response

Students overwhelmingly responded "yes" to the above question.

Question

Did you arrive on time, ask pertinent questions, follow directions, dress appropriately, and respect agency property?

Response

All participants responded "yes" to the above.

Question

Are you glad you were chosen to participate in the program?

Response

All participants responded "yes" to the above question. A typical comment was - "Yes, I was; I really enjoyed it and feel that I benefited by the experience. I would love to do it again."

Question

Do you think the program should be continued?

Response

All participants responded "yes" to the above question.

Typical comments were - "Yes, I do. I feel this way because I think it is a great idea." "I think this program was fantastic; it should be done every year."

Exit Evaluation Summary Statement

An analysis of the evaluation data submitted by students suggests that they felt goals and objectives of the program were met; that they learned a great deal and enjoyed the experiences; and that they were glad to have been chosen, would like to continue, and wish to see their fellow classmates participate. Some students found difficulty completing the research on certain agencies due to limited information and materials at the school center. Some students felt that the research required was more than necessary. Others felt that they missed too much time from school while visiting agencies. Still others would like more time between agency visits to engage in necessary research.

Nova Professional Staff Evaluation

Members of the Nova professional staff who were directly involved with student participants were asked to evaluate the pilot program. (See **APPENDIX L** for evaluation form used.) The Nova staff, in general, felt that the program had a positive effect on student participants relative to their overall conduct and participation in the classroom. They further expressed the feeling that students should be allowed to return

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to school from the internship and continue classroom work from where they were performing before leaving. The staff was unanimous in recommending that the program should continue at Nova. There were, however, suggestions that certain minor modifications be made. The staff also felt that the rationale for the program was excellent, that students had gained tremendously from the experience, and that provisions should be made to involve more students in the future.

Occupational Specialist/Career Education Consultant Evaluation

The occupational specialist and the career education consultant were unanimous in recommending that the program be continued at Nova Middle School. Both felt that modifications and adjustments were necessary as more students and agencies become involved. They further suggested that this model could be easily adapted to other middle schools.

Practicum Observers Evaluation

All practicum observers are associated with the Broward County School System. Two are area superintendents and one is director of the career education project in the county. The observers were unanimous in praising the basic rationale of the program. They felt that this model of the program could effectively assist in implementing the philosophy of the middle school program, generally, and career education, specifically.

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(See the video tape documentary, "The Story of the Executive Middle School Internship Program," for further comments.)

Program Superintendent Evaluation

Within the next five years a high percentage of students in the senior high schools of Broward County will be involved in vocational education courses and programs. In order for students to make wise choices in selecting appropriate vocational programs, they need broad exploratory exposure to vocational opportunities at the middle-school level. The middle schools are limited within their on-campus programs to provide the needed exploratory experience. The program superintendent for long-range planning sees great value in using the internship program to assist middle schools in meeting this pressing need to provide exploratory experiences for students. (For his complete statement see the video tape documentary, "The Story of the Executive Middle School Internship Program.")

Evaluation Conclusions

An analysis of data from all sources - agencies, counselors, pre-post test results, participants, teachers, occupational specialist, career education consultant, practicum observers, and program superintendent - suggests the following:

a. that goals and objectives of the pilot program were met

b. that agencies can provide meaningful experiences, exposure, and observation related to careers that are beneficial to middle-school-age students

c. that student participants enjoyed the experience and expressed delight for having been chosen

d. that teachers documented positive behavioral changes in student participants

e. that program modification is necessary

f. that the rationale of the program is compatible with the long-range goals and objectives of the Broward County School System

g. that the program should continue at Nova and be initiated in other middle schools in the county.

PROCEDURAL GUIDELINES FOR THE IMPLEMENTATION OF THIS PROGRAM MODEL

Any school or school system desirous of implementing this internship model within its program may consider the following procedures as a guide:

Step 1 Review video tape documentary, "The Story of the Executive Middle School Internship Program."

Step 2 Survey the overall school setting to determine if the program is needed and would be accepted by students, faculty, and parents.

Step 3 Survey the school community to determine if the community resources (business, industry, government) are willing to participate.

Step 4 Assuming steps 2 and 3 are positive, develop an action plan and include:

a. who will participate
b. how they will be chosen
c. what will be the length of the program

Step 5 Identify community agencies and develop activity packages for each.

Step 6 Develop orientation program for faculty.

Step 7 Identify student participants and develop orientation workshop for students and parents.

Step 8 Set date to begin student-agency participatory phase.

CONCLUSIONS, FUTURE IMPLICATIONS, RECOMMENDATIONS

Conclusions

Based on the data obtained in this study, the following conclusions were drawn.

1. that the goals and objectives of the pilot program were met and that the student participants found the internship program a profitable and enjoyable experience.

2. that the majority of the participating agencies in the local community were both willing and capable of providing meaningful, career-related experiences for middle-school-age participants.

3. that the curriculum of the pilot school had no difficulty accommodating the internship program.

4. that the philosophy and objectives of the middle school internship program are congruent with and can become an integral component of the existing county middle school career education operational model.

5. that the middle school internship program provides a model which can be used by the Broward School System in meeting its immediate and long-range goals and objectives. Furthermore, that this type program becomes extremely relevant due to the emphasis the local school system is placing on vocational education and the acquisition of saleable skills for all students in the system.

6. that the video tape documentary can be used as an effective instrument in assisting those who desire to gain an understanding of the nature and purpose of the internship program.

Future Implications

Immediate and direct outcomes are important. However, long-range and/or indirect outcomes are equally important. An analysis of the data and conclusions drawn suggests that the internship program provides a solid foundation upon which middle-school-age students can build to ensure future success in the world of work.

Participants in the internship program should expect several long-range and indirect outcomes resulting from exposure to this exploratory experience. The following were considered significant implications by the author:

1. The findings suggest that the exploratory experience could enhance each participant's capacity for perception, maturity, motivation, initiative, and decision-making about such aspects concerning his future as:
    a. the decision to continue high school.
    b. the motivation to succeed in high school:
        1) an understanding of which elective course to select.
        2) the motivation to earn higher grades.
        3) the ability to chart appropriate courses beyond high school.
    c. the desire to help the student who decides to work part time (or summer) to relate to this work experience to concrete interests and future endeavors.
2. The findings suggest that the experience could have a long-range effect in helping the former participant determine whether to attend a vocational, technical, or specialized school.

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3. The findings indicate that the experience could assist the former participant in deciding whether to attend college and which one.
4. The findings implicate that the experience could enhance the former participant's ability to seek and accept meaningful and gainful employment.
5. The findings further suggest that the former participant with this experience could better select the appropriate post-graduate employment or education or a combination of both.

Recommendations

Based on the interpretations of the findings of this research, the following recommendations are made:

1. Individual schools desiring to use the internship project should consider the pilot model as a guide to help them adapt the program to fit their specific needs.
2. The internship program will function more effectively in schools where the faculty uses individualized instruction.
3. The use of this model during the summer months may be very effective for some school situations.
4. The model could be adapted for use with ninth or tenth-grade students in senior high schools if the

feeder middle schools did not expose these students to career-related exploratory experiences.

5. Transportation for all participants should be provided by each local school or the school system.
6. Personnel should be provided at the district level to supervise and coordinate the total program and should be a part of the career-education project.
7. Selection of students should be open to involve the total school population.
8. Personnel should be provided for follow-up and evaluation of participants over a five-year period.

THE VIDEO TAPE DOCUMENTARY PRODUCTION

A video tape documentary describing the Executive Middle School Internship Program was originated by the author and has been produced by the Nova University Learning Technology Laboratory under the supervision of Dr. Richard Bell. The video tape will serve a dual purpose. First, the video tape is an addendum to the final report and is intended to enhance the presentation of the written document. This will facilitate the task of the reviewer. Secondly, presentation of a video tape summary of this model to prospective participants and/or users of this program, whether community agencies or school administrators, will expedite its transferability and intensify any attempt to proliferate its dissemination locally or nationally. (See APPENDIX M for a detailed report describing the contents of the video tape documentary.)

THE APPRECIATION CEREMONY

In January, 1975, after all research concerning the pilot project was completed, an appreciation ceremony was held on the Nova Middle School campus honoring the student participants and their parents; representatives of all participating agencies; and the principal and faculty of Nova Middle School where the pilot program was conducted.

During the ceremony, the video tape documentary describing the pilot program was shown, an expression of appreciation was extended to all participants, and a brief statement was made by the project director about the potential immediate and long-range effects of the pilot model both in Broward County and nationwide.

APPENDIX A

DATA ILLUSTRATING THE SUBSTANTIATION OF NEED FOR THIS TYPE PROGRAM

ANALYSIS AND DISCUSSION OF DATA COLLECTED FROM THE TWELFTH GRADE TESTING PROGRAM[1]

An examination of data collected from the Florida Statewide Twelfth Grade Testing Program shows the following findings:

A larger percentage of students in the county (14%) compared to the statewide average (11%) are now attending business or commercially oriented schools and an additional 7% are in vocational or industrial arts schools (statewide, 69%). This trend might suggest that more and more students are recognizing the dignity of the diversity in the world of work and thus are turning away from the traditional college preparatory or academically-oriented curriculum in favor of their more immediate needs and goals of obtaining a "saleable skill" and gainful employment. This, in part, certainly could be attributed to the effective job done by the Career Education Project through its approaches, involvement, and assistance provided to its cooperating components.

Thirty-eight percent of the county's students (statewide 34%) indicated that the one subject they enjoyed most in high school related to vocational (vs. academic) kinds of activities. This finding reinforces the idea mentioned above that students are shifting emphasis and interest toward more immediate goals and immediate employability rather than the longer-range college-preparation approach.

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[1] Information distributed by the Career Education Center - the School Board of Broward County, Florida.

If the trend suggested above is indeed valid and continuous, there will be an additional need to "look at," continually evaluate and up-grade the needs, curriculum, et cetera of the vocational, commercial and industrial arts schools.

Considering the rapid growth in population of the county, not only in terms of numbers but also in terms of increased and multi-ethnic composition, the biographical information data suggests an immediate need to consider problems related to the needs of the students, especially on the high-school level. These problems include language, socialization, career interests, possible placement and on-the-job training experiences.

While 41% of the students tested indicated that they would like to do professional or technical work, the data also indicates that 8% are undecided and a relatively large percentage (37%) have indicated that they will choose careers to work part time varying from 5 to 30 hours per week which makes it very desirable to acquire a "saleable skill" while in high school to facilitate this need to earn additional income.

Attempts on the part of the Career Education Project staff to encourage all classifications of high schools to organize and implement "shadowing activities" and "on-the-job training" experiences should prove to be especially beneficial to that 13% of the students who have selected business as their major emphasis also to the 4% engineering, 6% technical and 6% trade and industrial education.

Twenty-seven percent of the students expressed their plans to enroll in the county (Broward) junior college system. In light of this fact, it seems highly feasible to encourage and secure more involvement by the junior colleges (community colleges) not only by more closely cooperating with the area high school career education personnel but more involvement by offering, expanding, and publicizing present available alternatives for students relative to their interests, needs and capabilities.

A final observation is that there exists an apparent need to improve and expand vocational counseling and/or placement services or at least an increased effort to reach and serve more students is implied by the findings that 48% of the students felt the need for additional help in securing employment. Also, 52% of the students expressed the need for special counseling about educational and vocational plans and opportunities. Supportive efforts from the Career Education Project staff in the form of suggestions, possible resource personnel and information, relating the activities and approaches of others, et cetera, should help in minimizing this concern in areas not requiring a college degree. It should be noted also that the 41% of students that indicated their desire for professional or technical careers, no breakdown is provided to distinguish professional and technical students. This separation would prove helpful since those students indicating technical careers usually are advised that a 4-year college degree is not a prerequisite to many of the job classifications such as medical and laboratory technicians, computer programmers, key punch operators, et cetera. Thus, again the aims and objectives of the Career Education Project could prove to be very vital and essential in providing guidance to these students.

The data shows that 74% of the students' parents expect them to continue their education beyond the high-school level. At the time, 50% of these students indicated that they either partially (46%) or completely (4%) support themselves. These findings emphasize the importance of the primary goal of the Career Education Project: to assist in providing a "saleable skill" for all high school students with emphasis on the diversity and dignity of work regardless of type as long as it is well done.

Lending support to the above contention is the fact that 47% of the students estimated that their family income is $12,000 or less and that 43% of their families have 3 or more children still being financially supported by their parents (or guardians). These statistics strongly suggest the need for at least part-time employment on the part of both high school students and those planning to continue their education beyond high school.

Also of interest is the indication that 55% of the students plan to continue their education after high school in occupations not directly related to a college degree. At the same time 31% (13% a year or two after; 18% don't know) indicated plans that will include a delay in the continuation of their education. Appropriate alternatives must be provided for these students in terms of "saleable skills" so that they will become immediate productive citizens of their communities.

In addition to all the data already cited thus far, strong support for more and improved vocational and technical facilities is suggested by the fact that 38% (15% no special plan for a degree; 16% a two-year specialized training program; 4% a two-year liberal arts degree;and 3% a 1 to 1-1/2 year program) of the students exhibit interests other than the traditional college curriculum. At the same time, of those who plan to continue their education, 77% indicated a desire.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA[1]

	1973-74		1978-79	
	ANTICIPATED PREVALENCE	ACTUAL MEMBERSHIP	ANTICIPATED PREVALENCE	ANTICIPATED MEMBERSHIP
Enrollment Grades 10-12	100.00%	28894	100.00%	34729
Exceptional	13.14%	1828	13.14%	4563
Sub Total	86.86%	27066	86.86%	30166
Vocational	67.00%	13114	67.00%	20211
Educable Mentally Retarded	2.00%	430	2.00%	695
Trainable Mentally Retarded	.30%	0	.30%	104
Physically Handicapped	.15%	190	.15%	52
Hospital-Homebound	.50%	26	.50%	174
Speech & Language I	3.50%	0	3.50%	1216
Hard of Hearing I	1.50%	0	1.50%	521
Deaf	.10%	14	.10%	35
Blind & Partially Sighted	.09%	6	.09%	31
Emotionally Disturbed	.50%	201	.50%	173
Emotionally Disturbed I	.50%	201	.50%	173
Specific Learning Disabilities I	1.00%	0	1.00%	347
Socially Maladjusted I	1.00%	284	1.00%	347
Gifted I	2.00%	476	2.00%	695
Total Exceptional	13.14%	1828	13.14%	4563
Agriculture-Horticulture	3.00%	399	3.00%	606
Business Education	22.00%	1647	22.00%	4446
Distributive Education	21.00%	1313	21.00%	4244
Health Occupations	5.00%	163	5.00%	1011
Home Economics	10.00%	3632	10.00%	2021
Industrial Education	33.00%	1448	33.00%	6669
Industrial Arts	0%	4512	0%	0
Technical Education	6.00%	0	6.00%	1214
Total Vocational	100.00%	13114	100.00%	20211

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[1] Data supplied by Dr. William T. McFatter, Program Superintendent for long-range planning, The School Board of Broward County, Florida.

Students With Career Plans Find Better Jobs[1]

Students getting the better paying jobs today started college with a definite career path in mind, one based on an extensive, personal search for job opportunities in specific industries and geographical areas.

"They did not 'wait and see what comes along,' the attitude of some less fortunate graduates," said Dr. Charles Lapp, a marketing professor in the Graduate School of Business at Washington University, St. Louis.

"Some students even know what company with what philosophy of management and what kind of boss they want to work for," he said.

"Job applicants today are less willing to sacrifice their 'life values' just to get a job, even if the pay is better," he said.

With some major exceptions, such as the accounting and engineering fields, today's job market is primarily an employer's market.

"The profit squeeze has forced employers to look for people who have capabilities that make them immediately productive with little or no training," he said.

"There is no growing disenchantment among many employers with the too general or too narrowly educated graduate. In business administration and other professional fields, recruiters

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[1] Mary Ann Southwell, "Dropouts Reduced Class of '74 by One-Third," Sun-Sentinel, Broward County, (August 28, 1974).

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are 'rightly' making a careful scrutiny and being far more selective of the sources for their future employees," he said.

"Where a young person chooses to go to school, as well as what he chooses to study, is becoming more important today," he said.

"One thing is certain: The coveted diploma or sheepskin will not open as many doors as it did in the '50's and '60's. Right or wrong, being without this piece of paper may close the door to many job opportunities."

Job applicants in the next ten years who will be in greatest demand are those specifically trained in some discipline such as physics, chemistry, engineering, computer science, forestry, agriculture, and architecture, he predicted.

Lapp also included teaching and social work in his list -- two of the tighter employment fields in recent years.

"There are some bright prospects for secondary education teachers in the areas of math, industrial arts, vocational education, and special education," he said. Social work in geriatrics, or working with the aged, also is expected to expand.

Employment opportunities are shifting to some of the more "booming markets," such as Houston, Dallas, Phoenix, Atlanta, Denver, and parts of Florida.

"But employers are hiring with reserved optimism," said Lapp.

"A number of companies in the '60's were stockpiling

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people, particularly for middle-management jobs. When the economic crunch came in 1970 and '71, many companies had to purge their work forces of any excess manpower that might be considered reserves.

"They also pre-retired many highly paid executives to cut down on their payroll, and they replaced such people, if at all, with those earning far less but having commensurate responsibilities.

"College recruiters have currently reduced considerably their recruiting costs while, at the same time, many are spending more on a more thorough selection and rejection process."

"Meanwhile," he said, "few students aspire to become entrepreneurs."

"Job seekers are beginning to realize they must be better prepared and more aggressive in seeking the job they want. Many have found they may have to write as many as 200 letters to get an interview with as few as two or three companies," Lapp said.

"They are finding the selection process a long one -- taking one, two, three days, and then having to wait a long time to hear whether they have been accepted or rejected," he said.

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Dropouts Reduced Class of '74 By One-Third[1]

Almost a third of the Class of '74 never made it to the graduation ceremonies.

They dropped out.

Of 9,910 students who entered the ninth grade of 1970, only 6,831 received diplomas this year.

Of the 6,831 high school graduates this year, approximately 56 percent indicated they planned to attend a two or four-year college. This ratio of college-bound students is down from 59 percent four years ago.

But the chances of those 3,800 young people making it through college are slim. Historically, only one in three entering college graduates. Thus, of Broward's 6,831 high school graduates in 1974, only about 1,275 are expected to emerge with college degrees four years from now.

This means only about 18 percent of the Class of '74 will actually make it all the way to a college degree. Of those who started high school together in 1970, less than 13 percent will be college graduates.

What happens to the other 87 percent - about 7,635 students who started high school in 1970 - and how to prepare those in the classes of '75, '76, and '77 to become useful employable citizens upon graduation was the topic of lively discussion by school administrators this past weekend.

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[1] Mary Ann Southwell, "Dropouts Reduced Class of '74 By One-Third," Sun-Sentinal, Broward County, (August 28, 1974).

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How to modify the traditional college-preparatory curriculum to serve the majority of students who do not attend college and to keep potential dropouts in school was a primary concern expressed during a conference on Key Biscayne attended by Superintendent William C. Drainer, three school board members and 22 school administrators.

The trend toward vocational training after high school is increasing. The percentage of high school graduates who planned to take vocational training almost tripled between 1970 and 1974.

But administrators were told the high school vocational curriculum must be improved and expanded to meet the needs of today's students. And information helping the students to make realistic career choices must be made available to children at a much younger age.

Vocational and Adult Education Director Winifred Dickinson raised eyebrows when she announced that the vocational offerings at South Broward High School have changed very little from the time she graduated from there (in the late '50's).

"It's time to stop burying our heads, to stop saying this education is for the other guy's kids," she said. "We must instill in every person that school is forever and work is merely one aspect of an enjoyable, successful life experience.

"We have made some changes," Mrs. Dickinson said, "but nobody - but nobody - can tell me we're in step with the times."

A series of goals was established during the conference discussions to help the non-college-bound student. These include the following:

1. Retain guidance counselors through inservice education to make them more familiar with vocational and employable possibilities and requirements and to make them more vocationally oriented.

2. Require all students to have a saleable skill upon graduation.

3. Expand and improve the vocational education offerings at all high schools, making them truly comprehensive institutions and coordinate the high school courses with those in the area vocational centers.

4. Improve and expand the prevocational exploratory programs in the middle schools.

5. Relate academic subjects to the needs and requirements of various career or occupational choices.

6. Develop a systematic program aimed at helping those students who are performing two or more years below grade level, providing for follow through as the student moves from one school to the next.

7. Require principals to analyze their student populations and make sure their curriculum offerings serve the needs

of their students.

8. Provide inservice training to help principals, administrators and teachers understand and help the troublesome student; to educate them in human relations and in ways to assist students in clarifying their values and goals.

9. Require principals to integrate the teaching of reading into all subjects, whether at elementary, middle or high-school levels.

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Thirteen Percent of 9th Graders Still At Elementary Level-Test[1]

About 13 percent of ninth grade students in Broward County schools last spring could read or compute no better than elementary school youngsters.

Many ninth grade students are functioning at the second, third and fourth grade level.

A school-by-school computer print-out of all ninth graders scoring below grade level on the California Test of Basic Skills given last April shows about 22 percent or almost 2,600 of the ninth graders are two or more years behind grade level.

The number of last year's ninth grade class who are one or more years behind grade level in the basic skills approaches 30 percent - more than 3,400 students.

These students will be 10th graders when classes begin later this month.

The percentages used here are approximations based on county-wide enrollment figures of last fall minus an estimated dropout of about 600 ninth graders by the time the test was administered.

If more than 600 ninth graders had dropped out by April, the percentages would be higher.

[1] Mary Ann Southwell, "13% Of 9th Graders Still At Elementary Level-Test," Sun-Sentinal, Broward County (August 5, 1974).

Statistically, school officials anticipated a certain percentile of Broward students would fall below the national norms in the standardized achievement test.

Testing director Bill Myers said he has not computed the percentile equivalent to figure out how many area students should be expected to fall two or more years below grade level.

He guessed approximately 20 percent would be normal.

But the test data, which has been made available for the first time this year, raises questions among educators about what is being done for these children and what can be done for them.

Myers views the test data as an indication the school system ought to do a better job diagnosing the needs of the individual student and then providing programs to meet these needs.

"Some students may never be able to function at the same scholastic level as a majority of their peers," Myers said, "but there are a lot of kids in that category who would like to learn."

"Something happened to them in the past," he said, "and they have fallen further and further behind each year."

A sizable portion of these low-achieving ninth graders evidence IQ scores that indicate they might qualify for special education classes.

"Because these IQ scores accompanying the test data are group tests, they may not be accurate," Myers said. "But it would indicate those students scoring 60-78 points on the IQ test should be screened further."

Ostensibly, all students already enrolled full time in special education programs were not given the achievement test.

If substantiated by further testing, an IQ score in the 60's and low 70's would qualify a student for special education programs.

But the IQ scores of the majority of the ninth graders fall into the average or low average level of intelligence.

Some with above-average intelligence are also among the low achievers. A Northeast High School student with an IQ of 110 scored at the eighth-grade, ninth-month level. His performance in language mechanics was at the second-grade level, his reading comprehension at the seventh-grade level.

A Deerfield Beach High School student with the same IQ scored at the eighth-grade, first-month level. A Coconut Creek High School student with an IQ of 109 is performing at the sixth-grade level.

The highest intelligence quotient score posted by a student falling in the category of one or more years below grade level was 112. A Cooper City High School student, he was achieving on the level of the eighth year, seventh month.

Reactions to the test data range from surprise (principals will be given the information today) to demands for more educational programs aimed at helping these students prepare for useful occupations upon leaving school.

Superintendent William C. Drainer has asked for development of a five-year program designed to teach all students a saleable skill by the time they graduate.

Vocational education programs are being expanded in the high schools, but many new programs must await construction of additional facilities.

Piper High School principal Robert Beale said he is establishing performance objectives for his teachers and is adding three reading teachers to help students reading below grade level.

About 24 percent of Piper's ninth grade, 175 students, scored two or more years below grade level. Almost 32 percent, 230 students, fell one or more years below grade level.

Deerfield Beach High School principal James Maurer said he is expanding from two to three the number of special education units at his school to serve students with below normal intelligence.

He called the number of students identified as having below normal intelligence last year "ridiculously low," and said his school has a "lot more" still to be identified.

At Deerfield, 196 ninth graders, about 23 percent, were two or more years below grade level. Those one or more years behind totaled 261, about 30 percent.

Pompano Beach High principal, Owen T. Myers, said he does not believe today's ninth graders are any worse off than they were, say, 15 years ago.

"We're a million miles away from where we were 15 years ago," Myers said. "Today we have programs that are better suited for these children. We're not locked into a college preparatory program."

"The present high school program is becoming more oriented to vocational programs that are designed to equip these children for jobs that lend them a sense of dignity," Myers said.

At Pompano last year, 155 ninth graders, about 25 percent, scored two or more years below grade level and 201 students, about 33 percent, fell one or more years behind.

Statistics for other north area high schools include Northeast High, where about 20 percent scored two or more years behind and 28 percent, one or more years behind.

At Coconut Creek High School, about 17 percent were two or more years behind and 23 percent, one or more years behind.

Of Fort Lauderdale High School ninth graders, 29 percent were two or more years below grade level and 22 percent fell two or more years behind.

At Boyd Anderson High, about 34 percent of the ninth grade scored two or more years below grade level and 27 percent, one or more years behind.

Even Nova High School, whose student body has the highest average intelligence in the county, has students performing well below grade level, though fewer than at most schools. About 18 percent of Nova's ninth grade scored one or more years below grade level, with 11 percent falling two or more years behind.

Getting A Job - One Of The 'Inevitables'[1]

Getting a job.

Along with birth, death and marriage, it's one of life's great milestones.

Yet personnel executives agree few people know how to prepare themselves for this giant step in life.

Irwin Dort, past treasurer of the National Employment Association, now runs the Lauderdale Lakes branch office for the world's largest placement agency - Snelling and Snelling.

He ranks job selection and placement as the "greatest single decision-making process of a lifetime."

"A person's parents determine birth; death is something over which none of us have any control; and in our western society we sort of fall into marriage and raising a family. One day, there's the right mate and the life cycle is being repeated. But a person has complete control over getting a job," Dort said.

Robert Half, who heads the largest financial placement agency in the world, a firm that bears his name, feels most job seekers are lacking in résumé writing, career goals and going on an interview.

Dort agrees.

"I'd place more emphasis on first impressions than on a résumé. I'd even say an interview can be lost in the first thirty seconds. A job can be lost just that quickly," Dort said, snapping his fingers to the word "that."

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[1] Paul Carson, "Getting A Job - One of the 'Inevitables,'" Ft. Lauderdale News, (August 6, 1974).

What should a job seeker do to increase the odds of getting the position?

"Set goals," Dort said. "It's just that simple. The worst thing a person can do is set himself or herself up as willing to take any job. The first thing a person must decide is what he wants to do in life. Eliminate ambiguity. Don't just think in terms of wanting to go into government work, or industry or more specifically electronics, or communications or whatever. A person should think "I want to go into management through this specific route up the corporate ladder." Then, once that's decided, the résumé can be slanted toward specific goals."

"And the goal of a résumé is to get the personal interview," Dort said.

"Getting to meet the prospective employer face-to-face is the important thing. That's where it all boils down to appearance, eye contact, handshake, how you walk into the room and sit down. But if a person doesn't have a good résumé to begin with, he'll never get as far as the interview. That's why setting goals is so important. Without specific goals, the job search is too broad and energy has been dissipated instead of concentrated."

Half says the best résumé must have three basic ingredients: a positive image, playing down the negative not only in context but in letter position; positive contribution, how you have and can aid a company; and positive appeal, tooting your own job horn in a discreet but forceful way.

Broward's three largest employers all place the accent on the positive.

"A résumé is very important because we're looking for someone with good experience in the area for which he is applying,"said Andrew Kruss, director of personnel for the Broward County School Board. "And one of the most important things is the contact we can make with previous employers. We make direct contact ourselves. We don't accept a 'to whom it may concern' letter. I'd say the most reliable criteria is what past employers say. But it's the personal interview where we make the determination what the person's potentials are."

Kruss emphasizes that a person applying for a job where there's public contact should obviously be presenting a warm, friendly appearance.

"A receptionist must meet the people, so how she'll act in the interview is very important. But a driver or a custodian or a clerical worker -- we're more interested in his past experience. A file clerk can have an introverted personality and make a good worker. Handshake, appearance and eye contact are only as important as the job for which they're applying," Kruss said.

E. C. Mayer, the personnel coordinator for Southern Bell in Broward, said he emphasizes forthrightness and determination.

"We try to make a match between personality and the job. As for résumés, it depends. People going into management need résumés, but others may not. We get the people looking for security. Many people think of us in terms of an operator's job. They think that's all we are. But we have many, many different positions. But one thing we try to find out is the person's goals - is this a permanent job or are they just passing through," Mayer said.

He added that Southern Bell looks for people who can absorb information and are willing to work.

Bob Olrich, employment manager at Motorola, places a great emphasis on personal appearance and conduct.

"The first thing we look for is how the applicant conducts himself. Somebody who's not afraid to ask questions about the potential of the job and about the company. You'd be surprised how few people come in here knowing anything about Motorola, who we are or what we manufacture here. It's

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quite refreshing to find someone who's taken the time to research the company," Olrich said.

Among Southern Bell, the School Board and Motorola, Olrich also places the greatest emphasis on the résumé.

"I would guess we spend 50 hours a month just reading résumés, sorting out the ones for the interviews. We don't have enough time to see everyone. And, yes, I'd definitely say personal goals are important. We don't look too favorably on someone who comes in and is willing to take anything we have open. I can't know if jobs can be lost in the first 30 seconds, but first impressions are very important. The person is selling himself and how well he sells himself is important. Especially if a person is going into sales itself, we'd say a person should be able to sell himself if he's going to try to sell a product," Olrich said.

Few firms in Broward have actual personnel departments, Dort said, so a job applicant will probably be dealing with the owner, president or manager of a firm, rather than his personnel designate.

"The reason so few companies have personnel departments is because of the nature of Broward," Dort said. "Some of the firms come and go as quickly as the job applicants themselves. But that's Broward. In Miami, which is an older, more sophisticated area, the corporations are a little more structured and the chances of dealing with a personnel department are greater."

Résumé Can Hurt An Applicant[2]

Many job seekers never get as far as a personal interview.

Their résumés have already told the prospective employer the applicant just won't fill the bill.

Why are some résumés readily accepted, while others are not?

The chances are the writer never learned the finer points of putting a résumé together.

"Don't overcomplicate a résumé with so many details the employer never makes it through to the end," said Irwin Dort, manager of Snelling and Snelling's Lauderdale Lakes branch office.

Dort, before he joined the world's largest placement firm, was the treasurer of the National Employment Association.

In his decade in the personnel business, he's seen many of the "wrong kind" of résumés cross his desk.

"The first step a job seeker must take is set very specific and limited goals for himself. Let's say a person has finally decided to settle down in one city and get a job. The next step is to analyze exactly what his goals are. A person should look at himself clearly and honestly and say okay, I'm qualified to do exactly this and my eventual goal is to be that and so I'll pursue this course of action."

---

[2] Paul Carson, "Résumé Can Hurt An Applicant," Ft. Lauderdale News, (August 7, 1974).

"If a person doesn't know in his own mind what he wants to do in life, how can any of those specifics filter down into the résumé," Dort said.

He added that once goals are set, not just will the résumé look better, but the applicant's entire personality will project traits such as industriousness and commitment.

Robert Half operates a financial placement agency which is the largest such specialty firm in the world.

Half breaks down the art of résumé writing into specific "do's" and "don'ts."

"Be accurate, but not precise to the extent that it becomes boring or ludicrous," Half said. "Too much detail suggests you overlook the big picture for the trivia."

Half also suggests "sticking to the facts." Don't be philosophical. A résumé is not the place for that. Don't use unnecessary words and avoid the use of the words "I" and "he," as they only tend to confuse.

"If you qualify for two positions, submit two résumés. Don't water down your capabilities in one or the other.

"Use your birth date which never changes. If you put down your age, it's changed in a year."

On the negative side, Half lists the following:

"Don't use 'etc,' -- the reader knows you've done more than you list. Don't reveal what salary you'd like to make -- you may be underselling yourself. Don't give references, don't lie or exaggerate, don't include a photograph and don't use gimmicks," Half said.

Dort couldn't agree more.

"The worst thing a person can do is try to fudge a résumé. You're only hurting yourself and the truth will come out sooner or later. If you don't have the formal training to do the job, but know you can do it -- say so. Pick out what there is in your background that best points up your ability to handle the job.

"Don't hand in seven-page résumés. Being concise means you have a clearer understanding of your own abilities. The rule of thumb is don't give the reader more information than is necessary. The idea of a résumé is to whet the appetite for the personal interview.

"The reason you don't give references is simple. You don't want someone to check up on you before you've had a chance to meet them face to face. That's why it's bad to submit a photograph. Why be turned down because someone doesn't like the way you comb your hair when that may mean nothing if you can get an interview," Dort explained.

Half emphasized that "a résumé must be written by you. Editorial advice can be helpful, but it's very easy to spot the ghost-written résumé."

Both Half and Dort feel a résumé is a sales tool.

"Never forget the résumé is your presentation of yourself for the purpose of getting that interview," Dort said.

What about the past job experience that's going to mean a bad reference?

"I don't think past employers hold a grudge. It happens very seldom. If a person's been fired because he didn't fit in, most future employers take that into consideration. Not everyone is right for every job. But if a person has held a job for several years and all of a sudden gets a bad reference, the next employer will probably say 'then why was he kept on for so long if he was so bad,'" Dort said.

More important than past references is personal appearance.

"This is a place of business," said Motorola's employment management, Bob Olrich. "Jeans and cutoffs, no shoes or low-cut dresses for women are out. They may get the interview, but they won't get the job."

Dort feels the only traits that can work against an applicant are the old standbys -- poor character, absenteeism, and lateness.

If the résumé tells the story and those three things aren't in a person's past and there's a good appearance at the interview, there's a better chance of getting the job," Dort said.

Half looks back, somewhat laughingly, at some of the extra information that worked against the applicant.

From a Baltimore job hunter: "Don't ask me about the other wife."

And this cheery non-sequitur from New York: "Here's looking at you."

Half says he never did.

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Courtroom Beats Playground[1]

Patti Lutz thinks she is nearly ready to try her first criminal case before the Supreme Court.

She just has this one small problem. Patti is 11 years old and hasn't been to law school yet.

But that fact isn't slowing down this little, red-haired, freckled-faced dynamo who spends her spare time sitting in on murder and robbery trials in the Broward County Courthouse.

The first trial young Patti, a would-be defense attorney looking for a judgeship, sat in on was a murder case before Circuit Judge M. Daniel Futch.

"He gave the man 99 years at hard labor," Patti explained of the State vs. Gary Wayne Stewart trial.

At the conclusion of the trial, the judge handed down the heavy sentence, requested the 19-year-old accused of killing his roommate be placed in maximum security, suggested no parole, and ordered psychiatric treatment.

"Wow. It was really exciting," said the fifth grader who is a good student at Plantation Park Elementary School. She made what her teacher describes as "a quality report" on that day in court and her proposed career in law. She also spent hours constructing a mock courtroom made of cardboard with panelled walls, popsicle stick chairs, tables, and judge and jury seats painted in all the right colors.

---

[1] Margaret Croxton, "Courtroom Beats Playground," Ft. Lauderdale News, (July 28, 1974).

There is even a gavel so small on the tiny judge's bench that you have to squint to see the small work of art. A state flag hangs in the rear of the model courtroom, but Patti apologizes, "I left out the Indian girl on the flag because it was too hard to paint."

Upon receiving the model courtroom scene as a gift of thanks from the young girl, Judge Futch remarked, "There are a lot of terrific young people just like her that you don't hear much about. But just let one foul up and we hear about it loud and long."

"I want to be a lawyer because I like helping other people stay out of trouble. That's why I want to represent the defense side because I don't think it's right some people are charged and not guilty," says this outspoken young lady.

As to why she placed a small framed picture of President Nixon on the wall of the courtroom she made, Patti responded with conviction, "Just because other people don't like Nixon doesn't mean I have to agree with them."

Actually,Patti plans on being the first woman president after she accomplishes her goals of being a lawyer and judge. "I think that office deserves respect," she mused.

Although she doesn't know exactly why as yet, Patti says she has "just always wanted to be a lawyer."

APPENDIX B

DUTIES OF THE LOCAL SCHOOL OCCUPATIONAL SPECIALIST

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DUTIES OF THE LOCAL SCHOOL OCCUPATIONAL SPECIALIST

1. Assist in recruiting and screening potential students for participation in the program.
2. Assist in developing orientation program for students selected to participate in the program.
3. Assist in developing the procedure and criteria for selecting participants.
4. Assist in developing orientation program for parents of participants.
5. Assist in developing orientation program for sponsors.
6. Assist as link between students, teachers, and project director with respect to students' roles upon return to school.
7. Inform parents about the program by conducting formal and informal meetings, responding to telephone calls, et cetera, in cooperation with the project director.
8. Assist in making final placement assignments.
9. Assist in conducting an orientation for the student participants by briefing them on procedures for time sheets and logs; provide helpful hints on appropriate conduct in their agencies and expectations they should have about the first day

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of the internship.

10. Monitor the program by reviewing interns' logs on weekly basis, conducting small-group and individual sessions with executive interns.
11. Assist in arranging recognition ceremony for interns at the end of the program.
12. Assist in evaluating the program.

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APPENDIX C

TASKS OF THE CAREER EDUCATION CONSULTANT

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TASKS OF THE CAREER EDUCATION CONSULTANT

Under the direction of project director, tasks of the career education consultant consist of the following:

1. Assisting in identifying potential sponsors.
2. Assisting local school occupational specialist in recruiting and screening potential student participants.
3. Informing parents about the program by conducting formal and informal meetings, responding to telephone calls, et cetera, in cooperation with the school's liaison.
4. Assisting in making final placement assignments.
5. Assisting in conducting an orientation for the student participants by briefing them on procedures for time sheets and logs; providing helpful hints on appropriate conduct in their agencies and expectations they should have about the first day of the internship.
6. Monitoring the program by reviewing interns' logs on weekly basis, conducting small-group and individual sessions with executive interns.
7. Assisting in arranging a recognition ceremony for executive interns at the end of the nine-week period.

8. Assisting in conducting an evaluation of the program by developing the evaluation instrument and soliciting assessments from interns, sponsors, and the school.

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APPENDIX D

INFORMATION PACKAGE AND PROSPECTIVE AGENCIES

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The School Board of Broward County, Florida
Office of the Area Superintendent
South Central Area

September 1974

Prospective Sponsor
The Executive Middle School Internship Program
Broward County, Florida

Dear Prospective Sponsor:

The Executive Middle School Internship Program is a research project designed to provide an opportunity for middle-school-age children, specifically eighth graders, to explore the world of work in our community. The research is being conducted at Nova Middle School by a doctoral student enrolled at Nova University. The doctoral student is the Administrative Assistant to the South Central Area Superintendent and the Project Director.

Permission is herewith requested that your agency participate in what promises to be a very worthwhile endeavor for children in our community. I will be delighted to come in and provide an in-depth explanation of the program at your convenience. A brief statement explaining the project is enclosed along with other data pertinent to the program.

On behalf of the boys and girls in our community, your participation in this endeavor will be greatly appreciated. Please let me hear from you.

Very truly yours,

William R. Martin
Project Director

WRM/aw

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THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

The middle schools in America are restricted within their limited walls in providing the varied opportunities and options needed by students. The schools, therefore, must look beyond their walls to resources in the community in order to optimize the development of the potentials of today's youth. This will help students become more effective in their participation and involvement in tomorrow's world.

Officials in city government, business, industry, private non-profit agencies, civic organizations, cultural institutions, mass communications and the private sector in the Broward County community should join with educational leaders to allow middle-school-age children, specifically eighth graders - age 13-14 - to explore the world of work in our community. By providing this broad exploratory experience for boys and girls, we can improve the students immediate motivation for learning, enhance their ability to make long-range career decisions that are best for them, and reduce the number of students who exit school without the high school diploma or any type of saleable skill.

The Executive Middle School Internship Program is intended to effectuate a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experience in the career world of executives and organizations.

MIDDLE SCHOOL PHILOSOPHY

We believe that each middle-school child is unique and that he has the potential to become a creative, responsible and productive person in a changing world.

The Nature and Characteristics of the Middle School Child

The following statement is provided in an effort to enhance the sponsor's understanding of the type of student who will participate in this program.

Participants in the Executive Middle School Program will generally range in age between 13 and 14 years. They are in their preadolescent stage of development and are learning to cope with a new physical, intellectual and social dimension in their young lives.

The challenge of the sponsor and, more especially, the resource person taking responsibility for the participant is awareness of the maturational and learning stage of this type of student.

Some Characteristics of the Middle School Age Child

1. A child's growth is manifested in many ways - intellectual, physical, social, and emotional.
2. Children differ in their rates of growth.
3. Children may grow more rapidly in one area than another at any given time.

4. Children grow not at an even pace, but in spurts.
5. Early adolescents are not yet fully aware of their own strengths and weaknesses.
6. Children learn by doing rather than merely by reciting or listening.

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GENERAL OBJECTIVES FOR SPONSORS

I To provide participants an opportunity to explore, in depth, job areas of interest to them through daily contact with a resource person, through hands-on and shadowing experiences, and through other career-related academic activities.

II To provide the necessary supervision consistent with the maturity level of the participant.

III To provide participants with exploratory experiences related to intellectual, social and self-development of the student.

IV To assist school liaison in the evaluation of participants' achievement of objectives.

V To facilitate and supplement the process of formal education by providing the student with practical experience related to classroom theory.

VI To close the gap between assumption and reality; and to enhance the students' abilities to utilize the agency and/or business more effectively.

*SPECIFIC OBJECTIVES FOR ____________________________________

I To show the overall operation of the agency

A. Tour of entire facility

1. Short talk from each supervisor

a.

b.

c.

d.

e.

II To show a breakdown of individual departments and their specific duties

A ______________________________ Department

1.

2.

3.

4.

5.

6.

B. ______________________________ Department

1.

2.

3.

4.

5.

6.

*The Agency is requested to complete page 5 through 8 and return by: Date ____________.

C. ______________________________ Department

1.

2.

3.

4.

5.

6.

D. ______________________________ Department

1.

2.

3.

4.

5.

6.

III To show the inter-relationship of all departments working closely together simultaneously

A.

1.

2.

3.

4.

Other Pertinent Data Deemed Necessary by the Agency

____

____

____

____

DATA ABOUT AGENCY

I Name of Agency ______________________________

Address ______________________________

Telephone Number ______________________________

II Name of Person Who Has Over-all Authority

____

III Name of Resource Person to Whom Student Will be Responsible

____

______________________________ / ______________________________
Position Telephone

IV Length of Observation ________ days ________ weeks

V Circle the desirable number of students agency can accommodate during an observation 1 2 3.

VI Mid-October is the approximate target date for student(s) to begin observation. Is this timing all right with you? ____ Yes ____ No

If no, when is the best time for you? ______________________________

BIOGRAPHICAL SKETCH OF PERSON IN OVER-ALL AUTHORITY

____

____

____

____

____

Prospective sponsors located within the Nova Middle School Community from which the final twelve may be selected:

1. The City Manager's Office
2. The Broward County Administrator's Office
3. The Fort Lauderdale News
4. The Miami Herald
5. The District School Board
6. The Broward National Bank
7. The First National Bank
8. WRBD Radio Station
9. The Municipal Court
10. The County Court
11. Sterling National Bank
12. Broward General Hospital
13. Plantation General Hospital
14. S & M Ministers - Rev. Ken Crossman
15. The Department of Recreation
16. Lawrence Drugs, Inc.
17. Eckerd's Drugs
18. Publix Super Markets
19. Radio Station WFTL
20. Television Station 51 - WKID
21. Funeral Directors Association
22. Fort Lauderdale Hotel Association
23. Burdine's - Jordan Marsh Department Stores

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24. Lauderhill Theater
25. Animal Hospital
26. Rena's Florist
27. Chateau Madrid
28. Broward County Personnel Association
29. Holy Cross Hospital, Mrs. Gary Preston
30. Merrill-Lynch
31. Broward Community College
32. Florida Power & Light Company
33. Davie Office Supplies
34. Resource Marketing, Inc.
35. Ernst and Ernst, CPA's
36. Broward County Auto Dealers Association
37. Robert E. Hansen, Architect
38. Koenig, Katz & Goodman - Lawyers
39. Davie Funeral Home
40. Dr. J. P. Brennan, Optometrist
41. Creative Advertising Management of Fort Lauderdale

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APPENDIX E

AGENCIES PARTICIPATING IN THE INTERNSHIP PROGRAM

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EXECUTIVE MIDDLE SCHOOL INTERNSHIP

PROGRAM SPONSORING AGENCIES

1. ATTORNEYS KOENIG, KATZ & GOODMAN
6200 Stirling Road
Davie, Florida 33021
*Mr. Harry Lembeck 961-3050

2. BURDINE'S
Hollywood Fashion Square
Hollywood Blvd. at 441
Hollywood, Florida 33023
*Mr. Nick Ruttenberg 966-2550
Divisional Merchandise Manager

3. DAVIE TOWN HALL
6591 S.W. 45 Street
Davie, Florida 33314
*Mr. Tom Jenkins 584-1804

4. DAVIE FUNERAL HOME
6445 S.W. 46 Street
Davie, Florida 33314
*Mr. Ron Morrison 584-0221

5. HOLLYWOOD CITY MANAGER'S OFFICE
2600 Hollywood Blvd.
Hollywood, Florida 33022
*Ms. Ann Vanderslice 921-3239
Administrative Assistant

6. HOLLYWOOD SAVINGS & LOAN ASSN.
1909 Tyler Street
Hollywood, Florida 33022
*Mr. Allen Yablonsky 925-8111
Personnel Director

7. INSTRUCTIONAL TELEVISION CENTER
6600 S.W. Nova Drive
Davie, Florida 33314
*Mrs. Marion Bell 765-6067
Coordinator

8. OPTOMETRY
4431 S.W. 64 Avenue
Peninsular Building
Suite 110
Davie, Florida 33314
*Dr. J. Patrick Brennan
Optometrist 791-3270

9. PLANTATION GENERAL HOSPITAL
401 N.W. 42 Avenue
Plantation, Florida 33317
*Mrs. Shirley Caldwell
Personnel Director
587-5010

10. RISK MANAGEMENT - SCHOOL BOARD
1320 S.W. 4 Street
Ft. Lauderdale, Florida
33310
*Mr. James Underwood
Coordinator 765-6710

11. WAVERLY FARM
11200 Orange Drive
Ft. Lauderdale, Florida
33314
*Mr. Price McIntosh
584-5774

12. WGMA RADIO STATION
Hollywood Federal Bldg.
909 South U.S. 441
33023
*Mr. James Harper
Program Director
961-6200

*Resource and contact person for sponsoring agency

APPENDIX F

STUDENT PARTICIPANTS IN THE INTERNSHIP PROGRAM

THE TWELVE PARTICIPATING STUDENTS

Jennifer Anthony

John Brisebois

Joseph Carter

Faith Eichner

Linda Fulmore

William Koenig

Kenneth Nolan

Martin Perraud

Matthew Tindall

Victor Williams

Valerie Vaccaro

Karen Zoldan

APPENDIX G

THE STUDENT-PARENT INFORMATION PACKAGE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Nova Middle School
3602 Southwest College Avenue
Fort Lauderdale, Florida 33314

October 15, 1974

Dear Parents:

The Executive Middle School Internship Program can well be one of the most exciting and rewarding experiences for boys and girls.

The program is designed to provide students an opportunity to witness first hand the World of Work, by actually being assigned to, and working with, personnel from many of Broward's industries and professions.

We, at Nova Middle School, are pleased to be involved in this program. The opportunity to expand educational experiences beyond the school walls is limitless indeed.

Perhaps you and your child will choose to participate in the Executive Middle School Internship Program.

Sincerely yours,

Donald L. Dobbs, Principal

DLD/aj

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THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

The middle schools in America are restricted within their limited walls in providing the varied opportunities and options needed by students. The schools, therefore, must look beyond their walls to resources in the community in order to optimize the development of the potentials of today's youth. This will help students become more effective in their participation and involvement in tomorrow's world.

Officials in city government, business, industry, private non-profit agencies, civic organizations, cultural institutions, mass communications and the private sector in the Broward County community should join with educational leaders to allow middle-school-age children, specifically eighth grades - age 13-14 - to explore the world of work in our community. By providing this broad exploratory experience for boys and girls, we can improve the students' immediate motivation for learning, enhance their ability to make long-range career decisions that are best for them, and reduce the number of students who exit school without a high school diploma or any type of saleable skill.

The Executive Middle School Internship Program is intended to combine the best elements of classroom learning with actual experience in the career world.

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COMMUNITY AGENCIES THAT PLAN TO PARTICIPATE IN THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCES
Attorneys Koenig-Katz-Goodman 6200 Stirling Road Davie	2 days	The student will be exposed to the responsibilities of individuals in an attorney's office in relation to litigation and real estate.
Davie Town Hall 6591 S.W. 45th Street Davie	3 days	Exposure will include internal controls of various town departments, such as, Police, Fire, Public Works, Building and Zoning, and Town Administration.
Davie Funeral Home 6445 S.W. 46th Street Davie	1/2 day	The student will be exposed to the purpose, duties, and function of a funeral director in today's society.
Optometry Peninsular Building Suite 110 4431 S.W. 64th Avenue Davie	2 days	The student will be exposed to many professional and technical aspects of optometric practice including eye examinations, lens fitting, visual therapy, fabrication of glasses, and dispensing of glasses as well as many business aspects of office management.
WGMA Radio Hollywood Federal Building 909 South U.S. 441 Hollywood	4 days	Exposure to on-air radio service will include careers in the areas of music, copy, public affairs, and programming.

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NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCES
Plantation General Hospital 401 N.W. 42nd Avenue Plantation	4 days	Exposure to the hospital will include careers in the Nursing, Physical Therapy, Respiration Therapy, Laboratory, X-Ray, Pharmacy, Dietary, Environmental Services, Administration, Medical Records, Business Office, Purchasing, Personnel, Public Relations and Engineering and Maintenance Depts
Hollywood City Hall Office 2600 Hollywood Boulevard Hollywood	4 days	Exposure will include internal controls of various town departments, such as Fire, Engineering, Utilities, Growth Management, General Services, Traffic Engineering, Community Services and City Attorney.
Waverly Farm 11200 Orange Drive Fort Lauderdale	3 days	The student will be exposed to careers that deal with breeding, foaling and raising, breaking and training, racing, and surgery of thoroughbred horses.
Hollywood Savings & Loan Association 1909 Tyler Street Hollywood	4-1/2 days	The student will be exposed to the procedures and functions of various departments within the bank such as Teller, Data Services, Savings. Accounting, Mortgage Loan, Appraisal, Loan Processing and Loan Service.
Burdine's Department Store Hollywood Fashion Square Hollywood Blvd. at 441 Hollywood	5 days	The student will be exposed to various clothing store careers in personnel, separate stock, employee training and sales.

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NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCES
Instructional Television Center 6600 S.W. Nova Drive Davie	7 days	The student will be exposed to the various tasks performed by individuals who work in television production, graphics, programming, and engineering.
Sun-Tattler Newspaper 2600 North 29th Avenue Hollywood	5 days	The student will be exposed to the responsibilities of individuals who work on a newspaper in reporting, editing, advertising, photography, production, public service, bookkeeping, and building maintenance.
Insurance Department Broward Schools 1320 S.W. 4th Street Ft. Lauderdale	3 days	The student will be exposed to the procedures and functions of the School Board's Risk Management office in relation to group insurance, workmen's compensation claims, and general insurance.

In consenting to participate in the Executive Middle School Internship Program, it should be realized by both the parent and the student that there will be certain responsibilities required of each. These responsibilities are listed below:

I. RESPONSIBILITIES OF THE PARENTS

A. Provide transportation to and from the agencies
B. Bring lunch from home or furnish money
C. Provide insurance, either personal or 24-hour Student Accident Insurance coverage through Guarantee Trust Life Insurance Company
D. Call school if the child is to be absent

II. RESPONSIBILITIES OF THE STUDENT

A. To be present at all times
B. To be on time
C. To dress neatly
D. To be courteous
E. To show respect for the agency property
F. To be careful
G. To follow directions
H. To represent appropriately the Nova Middle School student body

If there are any questions, please feel free to contact Mrs. Kit Wohlrab, Occupational Specialist, located in the Career Center in the Saturn Building; telephone 584-9411 - Extension 24.

Those parents and students interested in participating in the Executive Middle School Internship Program, please fill in the bottom portion of this page and return it to the Career Center by Thursday, October 17, 1974.

* *

Please consider me a possible candidate for the Executive Middle School Internship Program. I have discussed this program with my parents, and we both feel I would benefit by it.

Signed ____ (Student)

____ (Parent)

Date ________________

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APPENDIX H

THE STUDENT-PARENT ORIENTATION PACKAGE

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NOVA MIDDLE SCHOOL

November 4, 1974

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

STUDENT - PARENT ORIENTATION WORKSHOP

Morning Session

Ms. Kit Wohlrab, Occupational Specialist, Presiding

AGENDA
9:30 - 11:30

Introduction - Coffee - Donuts - Get Acquainted

I. Greetings .... Mr. Donald Dobbs
Principal
Nova Middle School

II. Overview of the Internship Program .... Mr. William R. Martin
Project Director

Question - Answer Period

III. Scheduling - Registration

Students - Select Agencies

Parents - Complete Registration Cards and Release Forms

IV. Decide *Who* will go *Where* and *When*

V. Adjourn morning session

LUNCH BREAK
11:30 - 1:00

Afternoon Session

Ms. Juanita Nutter, Career Education Consultant, Presiding

AGENDA
1:00 - 2:30

I. Administer Personality Indicator Survey

II. Administer Initial Agency Pre-Test

III. Distribute and Discuss Activity Package

IV. Adjourn afternoon session

NOVA MIDDLE SCHOOL

November 4, 1974

STUDENT-PARENT ORIENTATION INFORMATION

The Executive Middle School Internship Program

The middle schools in America are restricted within their limited walls in providing the varied opportunities and options needed by students. The schools, therefore, must look beyond their walls to resources in the community in order to optimize the development of the potentials of today's youth. This will help students become more effective in their participation and involvement in tomorrow's world.

Officials in city government, business, industry, private non-profit agencies, civic organizations, cultural institutions, mass communications and the private sector in the Broward County community should join with educational leaders to allow middle-school-age children, specifically eighth graders - ages 13-14 - to explore the world of work in our community. By providing this broad exploratory experience for boys and girls, we can improve the students' immediate motivation for learning, enhance their abilities to make long-range career decisions that are best for them, and reduce the number of students who exit school without a high school diploma or any type of saleable skill.

The Executive Middle School Internship Program is intended to combine the best elements of classroom learning with actual experience in the career world.

COMMUNITY AGENCIES PARTICIPATING IN THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCE
Mr. Harry Lembeck Attorneys Koenig-Katz-Goodman 6200 Stirling Road Davie	2 days 9:30 A.M. 3:00 P.M.	The student will be exposed to the responsibilities of individuals in an attorney's office in relation to litigation and real estate.
Mr. Nick Ruttenberg Burdine's Department Store 2nd Floor, Executive Suite Hollywood Fashion Square Hollywood Blvd. at 441 Hollywood	5 days 9:00 A.M. 4:00 P.M.	The student will be exposed to various clothing store careers in personnel, separate stock, employee training and sales.
Mr. Tom Jenkins Davie Town Hall 6591 S.W. 45th Street Davie	3 days 9:30 A.M. 3:00 P.M.	Exposure will include internal controls of various town departments, such as, Police, Fire, Public Works, Building and Zoning, and Town Administration.
Mr. Ron Morrison Davie Funeral Home 6445 S.W. 46th Street Davie	1/2 day	The student will be exposed to the purpose, duties, and function of a funeral director in today's society.
Ms. Anne Vanderslice Hollywood City Hall Office 2600 Hollywood Boulevard Hollywood	4 days 8:30 A.M. 4:30 P.M.	Exposure will include internal controls of various town departments, such as Fire, Engineering, Utilities, Growth Management, General Services, Traffic Engineering, Community Services and City Attorney.

NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCES
Mr. Allen Yablonsky Hollywood Savings & Loan Association 1909 Tyler Street Hollywood	4-1/2 days 9:00 A.M. 4:00 P.M.	The student will be exposed to the procedures and functions of various departments within the bank such as Teller, Data Services, Savings, Accounting, Mortgage Loan, Appraisal, Loan Processing and Loan Service.
Mrs. Marion Bell Instructional Television Center 6600 S.W. Nova Drive Davie	7 days 9:00 A.M. 3:00 P.M.	The student will be exposed to the various tasks performed by individuals who work in television production, graphics, programming, and engineering.
Dr. J. Patrick Brennan Optometry Peninsular Building Suite 110 4431 S.W. 64th Avenue Davie	2 days 10:00 A.M. 4:00 P.M.	The student will be exposed to many professional and technical aspects of optometric practice including eye examinations, lens fitting, visual therapy, fabrication of glasses, and dispensing of glasses as well as many business aspects of office management.
Mrs. Shirley Caldwell Plantation General Hospital 401 N.W. 42nd Avenue Plantation	4 days 9:00 A.M. 4:00 P.M.	Exposure to the hospital will include careers in the Nursing, Physical Therapy, Respiration Therapy, Laboratory, X-Ray, Pharmacy, Dietary, Environmental Services, Administration, Medical Records, Business Office, Purchasing, Personnel, Public Relations and Engineering and Maintenance Depts.

NAME AND ADDRESS OF AGENCY	LENGTH OF EXPOSURE	CAREER EXPLORATION EXPERIENCES
Mr. James Underwood Insurance Department Broward Schools 1320 S.W. 4th Street Fort Lauderdale	3 days 9:30 A.M. 3:30 P.M.	The student will be exposed to the procedures and functions of the School Board's Risk Management office in relation to group insurance, workmen's compensation, claims, and general insurance.
Mr. Edward Wentworth Sun-Tattler Newspaper 2600 North 29th Avenue Hollywood	3 days 9:00 A.M. 4:00 P.M.	The student will be exposed to the responsibilities of individuals who work on a newspaper in reporting, editing, advertising, photography, production, public service, bookkeeping, and building maintenance.
Mr. Price McIntosh Waverly Farm 11200 Orange Drive Fort Lauderdale	3 days 9:00 A.M. 3:00 P.M.	The student will be exposed to careers that deal with breeding, foaling and raising, breaking and training, racing, and surgery of thoroughbred horses.
Mr. James Harper WGMA Radio (3rd Floor) Hollywood Federal Building 909 South U.S. 441 Hollywood	1 day 8:30 A.M. 4:00 P.M.	Exposure to on-air radio service will include careers in the areas of music, copy, public affairs, and programming.

CALENDARS

November - 1974

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December - 1974

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January - 1975

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

PARENT-STUDENT RESPONSIBILITIES

In consenting to participate in the Executive Middle School Internship Program, it should be realized by both the parent and the student that there will be certain responsibilities required of each. These responsibilities are listed below.

I. RESPONSIBILITIES OF THE PARENTS

A. Provide transportation to and from the agencies
B. Bring lunch from home or furnish money
C. Provide insurance, either personal or 24-hour Student Accident Insurance coverage through Guarantee Trust Life Insurance Company
D. Call school if the child is to be absent

II. RESPONSIBILITIES OF THE STUDENT

A. To be present at all times
B. To be on time
C. To dress neatly
D. To be courteous
E. To show respect for the agency property
F. To be careful
G. To follow directions
H. To represent appropriately the Nova Middle School student body

If there are further questions, please feel free to contact Mrs. Kit Wohlrab, Occupational Specialist, located in the Career Center in the Saturn Building: Telephone 584-9411 - Extension 24.

APPENDIX I

THE PERSONALITY INDICATOR SURVEY

Personality Indicator Survey

Directions: Circle one response from each set.

Which would you prefer?

1. To repair a toaster?
2. To teach a person how to swim?
3. To develop a report about democracy?
4. All of the above.
5. Both 1 and 2.
6. Both 2 and 3.
7. Both 1 and 3.

8. To replace the chain on a bicycle?
9. To play team sports with friends?
10. To do research for a science topic?
11. All of the above.
12. Both 8 and 9.
13. Both 9 and 10.
14. Both 8 and 10.

15. To clean the yard?
16. To clean the living room?
17. Both 15 and 16.

18. To sell gas at a service station?
19 To operate a cash register in a store?
20. Both 18 and 19.

21. To paste pictures in a scrapbook?
22. To design the cover for the school yearbook?
23. Both 21 and 22.

24. To take tickets at a theater?
25. To write the script for a school play?
26. Both 24 and 25.

27. To be the public relations person for the school newspaper?
28 To assist someone with public relations for the school newspaper?
29. Both 27 and 28.

30. To work as a salesperson in a large drug store?
31. To manage a large drug store?
32. Both 30 and 31.

33. To own a clothing store?
34. To work for someone in a clothing store?
35. Both 33 and 34.

36. To design clothes?
37. To sell clothes?
38. Both 36 and 37.

39. To clean and wax living room furniture?
40. To wash and wax the family car?
41. Both 39 and 40.

42. To define the advantages of proper school dress?
43. To play games with friends?
44. To put a new ribbon on a typewriter?
45. All of the above.
46. Both 42 and 43.
47. Both 43 and 44.
48. Both 42 and 44.

49. To type of a typewriter?
50. To make group projects?
51. To develop student court procedures?
52. All of the above.
53. Both 49 and 50.
54. Both 50 and 51.
55. Both 49 and 51.

56. To build a rock garden.
57. To arrange plants in certain rooms in the house.
58. Both 56 and 57.

59. To erase the chalkboard daily?
60. To design and arrange the bulletin board?
61. Both 59 and 60.

62. To be an executive?
63. To run errands for an executive?
64. Both 62 and 63.

65. To play on a tennis team?
66. To be the head coach for a tennis team?
67. Both 65 and 66.

68. To decorate the window in a department store?
69. To count money in a department store?
70. Both 68 and 69.

71. To paint your bedroom?
72. To paint the dog house?
73. Both 71 and 72.

74. To make a list of places to go on vacation?
75. To serve on a committee planning a party?
76. To make ice cream a special event?
77. All of the above.
78. Both 74 and 75.
79. Both 75 and 76.
80. Both 74 and 76.

81. To clean the interior of the family car?
82. To help other students with homework?
83. To make a list of ways to save money?
84. All of the above.
85. Both 81 and 82.
86. Both 82 and 83.
87. Both 81 and 83.

88. To help take care of a pony?
89. To take care of a kitten?
90. Both 88 and 89.

91. To answer all home telephone calls?
92. To write a story about the inventor of the telephone?
93. Both 91 and 92.

94. To sing in the school chorus?
95. To write a song?
96. Both 94 and 95.

97. To be student director of the band?
98. To be student director of the chorus?
99. Both 97 and 98.

100. To assist in taking pictures for the school yearbook?
101. To be the student editor of the yearbook?
102. Both 100 and 101.

103. To prepare food in a restaurant?
104. To be the cook at a barbecue?
105. Both 103 and 104.

106. To put together picture puzzles?
107. To help other people solve problems?
108. To find out how cameras take pictures?
109. All of the above.
110. Both 106 and 107.
111. Both 107 and 108.
112. Both 106 and 108.

Personality Indicator Survey Evaluation Sheet

Circle the numbers that correspond to your personality indicator survey responses.

things	people	idea	out-of doors	in-doors	routines	creativity	self-directed-ness	other-directed-ness
1	2	3	15	16	21	22	27	28
4	4	4	17	17	23	23	29	29
5	5	6	18	19	24	25	31	30
7	6	7	20	20	26	26	32	32
8	9	10	40	39	37	36	33	34
11	11	11	41	41	38	38	35	35
12	12	13	56	57	59	60	62	63
14	13	14	58	58	61	61	64	64
44	43	42	72	71	69	68	66	65
45	45	45	73	73	70	70	67	67
47	46	46	88	89	91	92	97	98
48	47	48	90	90	93	93	99	99
49	50	51	104	103	94	95	101	100
52	52	52	105	105	96	96	102	102
53	53	54						
55	54	55						
76	75	74						
77	77	77						
79	78	78						
80	79	80						
81	82	83						
84	84	84						
85	85	86						
87	86	87						
106	107	108						
109	109	109						
110	110	111						
112	111	112						

TOTAL OF NUMBERS ____
CIRCLED

Personality Indicator Survey Profile

Chart the totals from your Personality Indicator Survey Evaluation Sheet

	Indicates Little Interest	Indicates Medium Interest	Indicates High Interest
Things	1 2	3 4 5	6 7
People	1 2	3 4 5	6 7
Out-of-Doors	1 2	3 4 5	6 7
In-Doors	1 2	3 4 5	6 7
Ideas	1 2	3 4 5	6 7
Routines	1 2	3 4 5	6 7
Creativity	1 2	3 4 5	6 7
Self-Directedness	1 2	3 4 5	6 7
Other-Directedness	1 2	3 4 5	6 7

APPENDIX J

THE ACTIVITY PACKAGE AND LOG QUESTIONNAIRE

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:30 A.M.-3:00 P.M.

I. Overview of ATTORNEYS KOENIG-KATZ AND GOODMAN

II. Exposure to Specific Departments

- A. Real Estate Department
    1. Length of time - 1 day
    2. Attorneys and legal secretaries to be observed
- B. Litigation Department
    1. Length of time - 1 day
    2. Attorneys and legal secretaries to be observed

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:00 A.M. - 4:00 P.M.

I. Overview of BURDINE'S

II. Exposure to Specific Departments

   A. Personnel

      1. Length of time - 1 day

      2. Manager to be observed

   B. Separate Stock

      1. Length of time - 1 day

      2. Coordinator to be observed

   C. Training

      1. Length of time - 1 day

      2. Manager to be observed

   D. Boys

      1. Length of time - 1 day

      2. Manager to be observed

   E. Juniors

      1. Length of time - 1 day

      2. Sales Person to be observed

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:30 A.M. - 3:00 P.M.

I. Overview of DAVIE TOWN HALL

II. Exposure to Specific Departments

- A. Building and Zoning Department
    - 1. Length of time - 1 day
    - 2. Careers to be observed
        - a. Building and Zoning Administrator
        - b. Chief Building Inspector
        - c. Chief Electrical Inspector
        - d. Chief Plumbing Inspector
        - e. Permit Clerk - Secretary
- B. Department of Public Works
    - 1. Length of time - 1/2 day
    - 2. Careers to be Observed
        - a. Crew Leader
        - b. Mechanic
        - c. Superintendent
- C. Fire Department
    - 1. Length of time - 1/2 day
    - 2. Careers to be Observed
        - a. Captain
        - b. Driver - Engineer

c. Firefighter

d. Lieutenant

e. Paramedic

f. Public Relations Officer

D. Police Department

1. Length of time - 1/2 day

2. Careers to be observed

a. Chief

b. Crime Scene Technician

c. Detective

d. Radio Dispatcher

e. Sergeant

f. Traffic Patrolman

E. Town Administrator

1. Length of time - 1/2 day

2. Careers to be observed

a. Clerical

b. Town Administrator

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

DAVIE TOWN HALL

BRAIN TEASERS

1. Is the Town Administrator for Davie, Florida appointed or elected?

2. How much money does it take to run the City of Davie? Where does the City get its money to operate?

3. How is the Mayor of a city different from a Town Administrator?

4. What is an A.S. Degree?

5. How does a Town Administrator use English? Math? Social Studies?

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

8:30 A.M. - 4:30 P.M.

I. Overview of HOLLYWOOD CITY MANAGER'S OFFICE

II. Exposure to Specific Departments

   A. City Attorney's Office

      1. Length of time - 3-1/2 hours

      2. Attorney to be observed

   B. City Council (If in session)

      1. Length of time - 3-1/2 hours

      2. Commissioner to be observed

   C. City Engineer's Office

      1. Length of time - 3-1/2 hours

      2. Careers to be observed

         a. Draftsman

         b. Engineer

   D. City Manager's Office

      1. Length of time - 3-1/2 hours

      2. Careers to be observed

         a. Administrative Assistant

         b. Manager

         c. Receptionist

         d. Secretary

E. Community Services
    1. Length of time - 3-1/2 hours
    2. Careers to be observed
        a. Director
        b. Recreation Superintendent

F. Fire
    1. Length of time - 3-1/2 hours
    2. Careers to be observed
        a. Chief
        b. Firefighter

G. General Services
    1. Length of time - 3-1/2 hours
    2. Careers to be observed
        a. Director
        b. Purchasing Agent

H. Growth Management
    1. Length of time - 3-1/2 hours
    2. Careers to be observed
        a. Director
        b. Senior Planner

I. Police (alternative if City Council is not in session)
    1. Length of time - 3-1/2 hours
    2. Careers to be observed
        a. Engineer

    - b. Operations Superintendent

K. Utilities

- 1. Length of time - 3-1/2 hours
- 2. Careers to be observed
    - a. Chemist
    - b. Chief Water Plant Operator
    - c. Director

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:00 A.M. - 4:00 P.M.

I. Overview of the HOLLYWOOD SAVINGS & LOAN ASSOCIATION

II. Exposure to Specific Departments

- A. Accounting Department
    - 1. Length of time - 2 hours
    - 2. Careers to be observed
        - a. Department Supervisor
        - b. Ledger Clerk
        - c. Office Clerk
        - d. Accounts Payable Clerk
- B. Appraisal Department
    - 1. Length of time - 1 day
    - 2. Appraiser to be observed
- C. Data Service Department
    - 1. Length of time - 1/2 day
    - 2. Careers to be observed
        - a. Vice President and Manager of Data Processing
        - b. Computer Operator
        - c. Programmer
        - d. Key Punch Operator
        - e. Microfilm Clerk

D. Loan Processing Department
    1. Length of time - 1 day
    2. Careers to be observed
        a. Loan Processing Officer
        b. Loan Processing Clerk

E. Loan Service Department
    1. Length of time - 1/2 day
    2. Careers to be observed
        a. Department Manager
        b. Credit Clerk
        c. Records Clerk

F. Mortgage Loan Department
    1. Length of time - 1/2 day
    2. Careers to be observed
        a. Vice President for department
        b. Supervisor
        c. Clerk
        d. Secretary

G. Savings Department
    1. Length of time - 1/2 day
    2. Savings Counselor to be observed

H. Teller Department
    1. Length of time - 1/2 day
    2. Careers to be observed
        a. Branch Manager

b. Head Teller

c. Teller

d. Teller Trainee

e. Cashier

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

10:00 A.M. - 4:00 P.M.

I. Overview of OPTOMETRY

II. Exposure to Specific Departments

A. The Clerical Department

1. Length of time - 1 day

2. Career to be observed

Bookkeeper - Assistant

B. The Optical Department

1. Length of time - 1 day

2. Optometrist to be observed

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:30 A.M. - 3:30 P.M.

I. Overview of PLANTATION GENERAL HOSPITAL

II. Exposure to Specific Departments

- A. Administrative Department
    - 1. Length of time - 1 hour
    - 2. Careers to be observed
        - a. Administrator
        - b. Assistant Administrator
        - c. Clerical Worker
- B. Clerical Department
    - 1. Length of time - 2 hours
    - 2. Careers to be observed
        - a. Admitting Clerk
        - b. Billing Clerk
        - c. Cashier
        - d. Credit Clerk
        - e. Information Clerk
        - f. Switchboard Operator
- C. Dietary Department
    - 1. Length of time - 1 hour
    - 2. Careers to be observed
        - a. ADA Dietician

    - b. Cafeteria Personnel
    - c. Cook
    - d. Assistant Cook
    - e. Diet Clerk
    - f. Dishwasher
    - g. Food Service Manager
    - h. Assistant Food Service Manager
    - i. Food Service Supervisor
    - j. Food Service Worker
    - k. Tray girls/boys

D. Emergency Department

  1. Length of time - 1 hour
  2. Career to be observed

    Registered Nurse

E. Engineering and Maintenance Department

  1. Length of time - 1 hour
  2. Careers to be observed
    - a. Chief Engineer
    - b. Maintenance Helper
    - c. Maintenance Mechanic
    - d. Painter

F. Environmental Services Department

  1. Length of time - 1 hour
  2. Careers to be observed
    - a. Environmental Aides

        - b. Environmental Supervisors
        - c. Environmental Technician
        - d. Executive Housekeeper
        - e. Linen Attendant
        - f. Porters/Porterettes

- G. Laboratory Department
    - 1. Length of time - 1 hour
    - 2. Careers to be observed
        - a. Chief Lab Technologist
        - b. Clerk
        - c. Flabotomist
        - d. Hiptologist
        - e. Lab Technologist
        - f. Medical Technologist
        - g. Pathologist
        - h. Receptionist
- H. Medical Records Department
    - 1. Length of time - 1 hour
    - 2. Careers to be observed
        - a. Medical Libraries
        - b. Medical Records Clerk/Clerk Typist
        - c. Medical Transcribers
- I. Nursing Department
    - 1. Length of time - 3 hours

2. Careers to be observed
    a. Licensed Practical Nurse
    b. Nursing Assistant
    c. Registered Nurse

J. Personnel Department
    1. Length of time - 1 hour
    2. Careers to be observed
        a. Physical Therapist
        b. Physical Therapist Aide
        c. Physical Therapy Assistant
        d. Transporter

K. Purchasing Department
    1. Length of time - 1 hour
    2. Careers to be observed
        a. Clerk
        b. Clerk Typist
        c. Chief Storekeeper
        d. Director of Purchasing
        e. Assistant Director of Purchasing
        f. Stockman
        g. Storekeeper

L. Public Relations Department
    1. Length of time - 1 hour
    2. Careers to be observed
        a. Patient Representatives

        b. Volunteer Workers

M. Respiratory Department

    1. Length of time - 1 hour

    2. Careers to be observed

        a. Certified Respiratory Therapist Technician

        b. Chief Respiratory Therapist Technician

        c. Respiratory Therapy Aide

N. X-Ray Department

    1. Length of time - 1 hour

    2. Careers to be observed

        a. Chief X-Ray Technician

        b. Darkroom Technician

        c. Department Clerk

        d. Nuclear Medical Technician

        e. Radiologist

        f. Registered X-Ray Technician

        g. Special Procedures Technician

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:30 A.M. - 3:30 P.M.

I. Overview of the RISK-MANAGEMENT DEPARTMENT

II. Exposure to Specific Departments

- A. Claims Department
  - 1. Length of time - 2 hours
  - 2. Careers to be observed
    - a. Liability Claims Clerk
    - b. Secretary
    - c. Supervisor
- B. Group Insurance Department
  - 1. Length of time - 3-1/2 hours
  - 2. Careers to be observed
    - a. Supervisor
    - b. Secretary
- C. Tax Sheltered Annuities Department
  - 1. Length of time - 1-1/2 hours
  - 2. Careers to be observed
    - a. Supervisor
    - b. Secretary
- D. Workmen's Compensation Department
  - 1. Length of time - 3-1/2 hours
  - 2. Careers to be observed
    - a. Supervisor
    - b. Secretary

E. Inter-relationship of the Risk-Management Department and insurance agents, companies, and state regulatory authorities.

  1. Length of time - 7 hours

  2. Careers to be observed

     a. Insurance Agent

     b. Manager

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:00 A.M. - 4:00 P.M.

I. Overview of HOLLYWOOD SUN-TATTLER NEWSPAPER

II. Exposure to Specific Departments

- A. Advertising Department (classified)
  - 1. Length of time - 1/2 day
  - 2. Careers to be observed
    - a. Advertising Director
    - b. Classified Manager
    - c. Ad Taker
- B. Art Department
  - 1. Length of time - 1/2 day
  - 2. Careers to be observed
    - a. Artists
    - b. Cartoonists
- C. Bookkeeping Department
  - 1. Length of time - 2 hours
  - 2. Careers to be observed
    - a. Office Manager
    - b. Bookkeepers
    - c. Secretaries
    - d. File Clerks

D. Building Maintenance Department

    1. Length of time - 1/2 day

    2. Careers to be observed

        a. Building Superintendent

        b. Press Engineer

        c. Custodian

E. Darkroom Department

    1. Length of time - 2 hours

    2. Darkroom technician to be observed

F. Display Advertising Department

    1. Length of time - 1/2 day

    2. Careers to be observed

        a. Display Manager

        b. Ad Man

G. Editorial Department

    1. Length of time - 2 hours

    2. Careers to be observed

        a. Secretary

        b. Managing Editor

        c. Editor

        d. Publisher

H. News Department

    1. Length of time - 1/2 day

    2. Careers to be observed

        a. News Editor

        - b. Wire Editor
        - c. News Reporter

- I. Photography Department
    - 1. Length of time - 1/2 day
    - 2. Staff Photographer to be observed
- J. Public Service Department
    - 1. Length of time - 2 hours
    - 2. Public Service Department Head to be observed
- K. Production Department
    - 1. Length of time - 1/2 day
    - 2. Careers to be observed
        - a. Production Manager
        - b. Electronics Proofer
        - c. Teletype Setter

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

8:30 A.M. - 4:00 P.M.

I. Overview of RADIO STATION WGMA

II. Exposure to Specific Departments

- A. Programming Department
    - 1. Length of time - approximately 30 minutes
    - 2. Careers to be observed
        - a. Program Manager
        - b. Airman
        - c. Newsman
- B. Music Department
    - 1. Length of time - approximately 30 minutes
    - 2. Music Manager to be observed
- C. Copy Department
    - 1. Length of time - approximately 40 minutes
    - 2. Careers to be observed
        - a. Copy Manager
        - b. Traffic Director
- D. Public Affairs Department
    - 1. Length of time - approximately 20 minutes
    - 2. Public Affairs Manager to be observed

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

ACTIVITIES

9:00 A.M. - 3:00 P.M.

I. Overview of WAVERLY FARM

II. Exposure to Specific Departments

- A. Breeding Department
  - 1. Length of time - 2 hours
  - 2. Breeder to be observed
- B. Recovery Department
  - 1. Length of time - 1 hour
  - 2. Careers to be observed
    - a. Farm Manager
    - b. Farm Helpers
- C. Surgery Department
  - 1. Length of time - 1-3 hours
  - 2. Careers to be observed
    - a. Veterinary Surgeon
    - b. Attendants
- D. Training Department
  - 1. Length of time - 1-2 hours
  - 2. Careers to be observed
    - a. Trainer
    - b. Jockey
    - c. Helper

LOG QUESTIONNAIRE

The following information for each career observed is to be obtained through the school-career center:

1. What is the amount and type of training required?
2. What is the salary range?
3. What are the promotion opportunities?
4. What are the responsibilities?

The following information for each career observed is to be obtained through observation:

1. Whether the job is performed indoors or outdoors?
2. Whether the job involves working alone or with others?
3. What types of skills are needed?
4. In what ways do the skills of the job relate to other jobs in the department?

At the end of each day, respond to the following questions:

1. What happened in each department that was important to the total operation of the agency? (Explain why.)
2. What was the most interesting thing(s) you observed? (Explain.)

List the names of the careers that you observed and respond to the questions listed above on the following pages.

Write each question before responding to it. Begin a new page for each day of observation.

NAME OF AGENCY ______________________________ DATE ________

APPENDIX K

THE PRE/POST TEST

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... ATTORNEYS KOENIG-KATZ AND GOODMAN

NAME ____ DATE _____

Directions: (True or False)

If the statement is true, circle the "T"; if false, circle the "F."

T F 1. After obtaining his law degree, an attorney can go immediately into his law practice.

T F 2. An attorney must serve a form of internship before he can practice law.

T F 3. A legal secretary does not always need specific training in law before being hired by a law firm.

T F 4. In purchasing Real Estate, a buyer need not use the services of the attorney of the bank through which he is applying for finance.

T F 5. An attorney must take special preparation beyond law school in the area of law he wishes to practice.

T F 6. A Real Estate Attorney spends much of his time in court.

T F 7. In the preparation of court documents, each side must know the information.

Directions: (Multiple Choice)

Place an X beside the correct answer.

1. An attorney, after college, has additional study of:

_____ (a) one year

_____ (b) two years

_____ (c) three years

_____ (d) four years

2. Litigation means:

_____ (a) closing a real estate deal

_____ (b) trying a criminal case

_____ (c) getting a court decision on a case

_____ (d) obtaining a permit for home improvement

3. A deposition is:

_____ (a) postponement of a case

_____ (b) taking a written, sworn statement from someone who otherwise cannot appear in court to testify

_____ (c) setting aside of a previous ruling by a judge

_____ (d) punishment for failure to appear in court

Directions: (Matching)

Match the following by placing the correct alphabet on the blank line:

_____ 1. Written, sworn testimony acceptable in court

_____ 2. Buyer's main document

_____ 3. Seller's main document

_____ 4. Guideline for preparation of case

_____ 5. Going into court

a. Mortgage

b. Litigation

c. Rules of Civil Procedure

d. Deed

e. Deposition

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... BURDINE'S

NAME ____ DATE _______

Directions: (Matching)

Each career below has 2 responsibilities listed.

Match two responsibilities with each career by placing the correct alphabets in the blank spaces provided:

1. Personnel Manager

   _____ _____

2. Training Manager

   _____ _____

3. Separate Stock Coordinator

   _____ _____

4. Department Manager

   _____ _____

5. Sales Person

   _____ _____

a. floor merchandise presentation

b. transfer of merchandise

c. **six-months' plans**

d. keep stock in order

e. sale of merchandise

f. store newspaper

g. wage administration

h. special programs

i. interviewing and hiring

j. mark down reports

Directions:

For each career below, indicate on the blank line whether the job involves working alone or with others most of the time:

1. Personnel Manager _________
2. Training Manager _________
3. Separate Stock Coordinator _________
4. Department Manager _________
5. Sales Person __________

Directions:

Answer the following with yes or no:

_________ 1. Does a personnel manager usually have to have a college degree?

_________ 2. Can a sales person become a department manager?

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... DAVIE FUNERAL HOME

NAME ____ DATE _________

Directions: (Multiple Choice)

Place an X on the blank space beside all statements that are correct:

A Funeral Director -

_______ 1. should have studied chemistry

_______ 2. should have been an embalmer first

_______ 3. had to serve an internship before becoming state certified

Cosmetology is -

_______ 4. a mystical religion dealing with the cosmos

_______ 5. an ancient Hindu art of making masks

_______ 6. the art of applying cosmetics in the restoration of corpses

The following careers directly relate to a funeral home -

_______ 7. fireman

_______ 8. nurse

_______ 9. medical examiner

A Funeral Director must be available -

_______ 10. eight hours per day, five days per week

_______ 11. ten hours per day, seven days per week

_______ 12. twenty-four hours per day, seven days per week

A casket that won't rust is made from the following material -

_______ 13. steel

_______ 14. tin

_______ 15. copper

_______ 16. chrome

Anatomy is the study of -

_______ 17. medicine

_______ 18. atoms

_______ 19. parts of the body

_______ 20. moon and stars

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... DAVIE TOWN HALL

NAME ________________________________ DATE ________

Directions: (Matching)

Place the correct alphabet in the space provided:

_____ 1. South Florida Building Code

_____ 2. Liaison

_____ 3. Firematics

_____ 4. Sophisticated equipment

_____ 5. Inter-dependence

a. a "go between"

b. equipment that is complicated and complex

c. the mechanical aspect of fire-fighting rather than the medical

d. a code which governs the quality and standards of construction

e. two or more things dependent on each other

Directions: (True or False)

If the statement is True, circle the "T"; if False, circle the "F."

T F 1. A police sergeant writes reports.

T F 2. The town administrator should not listen to complaints from people in the community.

T F 3. A fireman may be state certified to give drugs.

T F 4. The director of buildings and zones is responsible for maintenance of town vehicles.

T F 5. A police officer may work both indoors and outdoors.

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... HOLLYWOOD CITY MANAGER'S OFFICE

NAME ____ DATE ________

Directions:

From the choices below, place the alphabet that correctly answers the question on the blank line.

1. Who publishes all city notices? _____
2. Who sells equipment the city can no longer use? _____
3. What position can a firefighter be promoted to within the department? ______
4. What salary can a draftsman earn? ______
5. Do you need a college degree to become a City Traffic Operations Superintendent? ______
6. Does the Utilities Director need to know how to compute mathematical problems? ______
7. Who tests water for purity? ______
8. Who publicizes the recreation department? ______
9. Does the Administrative Assistant to the City Manager work indoors or outdoors most of the time? ______
10. Does the Senior Planner work alone or with others most of the time? ______

a. alone
b. others
c. yes
d. no
e. Chemist
f. Zoologist
g. $150-200 weekly
h. $500-600 weekly
i. City Attorney
j. Secretary
k. Clerk
l. Purchasing Agent
m. Fire Chief
n. Recreation Supervisor
o. indoors
p. outdoors

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... HOLLYWOOD SAVINGS & LOAN ASSOCIATION

NAME ______________________________ DATE __________

Directions: (True or False)

If the statement is True, circle the "T"; if False, circle the "F."

T F 1. The size of the bank will determine the number of careers it has.

T F 2. It is not necessary to earn a college degree to assure success in banking at the management level.

T F 3. Most jobs in banking require physical rather than mental skills.

T F 4. Computer programmer and receptionist would normally be found in a large bank.

T F 5. A good math background is necessary for one planning to enter the bank field.

T F 6. A bank is the only place where people can borrow money.

T F 7. Most careers in banking are performed outdoors.

T F 8. The loan officer is usually not in charge of a large bank.

T F 9. Counting money is the main job a bank president has.

T F 10. Interest and dividends to the banker are the same.

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... INSTRUCTIONAL TELEVISION CENTER

NAME ______________________________________ DATE _________

Directions: (True or False)

If the statement is true, circle "T"; if False, circle "F."

T F 1. Boom mike is a microphone attached to a long, movable metal arm, suspended overhead out of the camera frame.

T F 2. Knowledge of photographic reproduction processes is not necessary for a television Artist/Illustrator.

T F 3. Video is the part of a TV program which is heard.

T F 4. A television broadcast engineer does not need any knowledge of electronics.

T F 5. Set: area within which the action of a telecast takes place.

T F 6. A television broadcast engineer must work closely with other departments such as the production department.

T F 7. Sound effects: any material used on a program to reinforce visually the topic.

Directions: (Multiple Choice)

Place an X beside the correct answer in each set:

1. The most popular and flexible recording media for television is:

   ______ a. 16mm film

   ______ b. 35mm slides

   ______ c. Quadruplex video tape

   ______ d. Film strips

2. Writing script is the responsibility of which of the following ITV related careers?

_____ a. Director

_____ b. Artist/Illustrator

_____ c. Studio Teacher

_____ d. Engineer

3. Someone interested in pursuing a career in Commercial Art should enjoy:

_____ a. A constant and pre-set daily routine

_____ b. Communicating through visual means

_____ c. Working out of doors

_____ d. All skills having to do with organization and administrative abilities

4. Which of the following is NOT a responsibility of an ITV Program Development and Utilization Specialist?

_____ a. Planning programs with production team

_____ b. Distributing student extension materials

_____ c. Scheduling programs for broadcast

_____ d. Lighting set in studio

_____ e. Viewing of ITV programs in classroom setting

5. From the following selections, check the one that describes a duty of the Producer-Director.

_____ a. To direct the camera shots from the control room

_____ b. To operate the film projector during a production

_____ c. To maintain the quality of the audio during a production

_____ d. To control the level of the video during a recording

_____ e. To light the set

6. The Floor Manager works:

_____ a. Alone

_____ b. With others

7. The Photographer:

_____ a. Should have training in film processing

_____ b. Should have training in script writing

_____ c. Should have training in script editing

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... OPTOMETRY

NAME ____ DATE __________

Directions: (True or False)

If the statement is true, circle "T"; if false, circle "F."

T F 1. An Optometrist attends college for approximately 6 years.

T F 2. An Optometrist performs eye surgery.

T F 3. The average salary range for an experienced Optometrist is $26,000 to $28,000 a year.

T F 4. An Optometrist must enjoy working alone.

T F 5. Bifocals are glasses which serve 2 purposes.

T F 6. The assistant in the office fits contact lenses and gives eye exams.

Directions: (Multiple Choice)

Place an X on the blank line beside the statement that best answers the question:

1. The Optometrist conducts an eye examination

   ______ a. in a dark room

   ______ b. in the waiting room

   ______ c. outside so he can see how far a patient can see

2. The assistant in the Optometrist's office

   ______ a. answers the phone, makes appointments and helps with some of the optometric procedures

   ______ b. needs a four-year degree

   ______ c. makes eyeglasses

3. An eye exam tells the Optometrist

_____ a. how well a person can see

_____ b. whether or not a person has glaucoma

_____ c. both a and b

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... PLANTATION GENERAL HOSPITAL

NAME ______________________________________ DATE ________

Directions: (True or False)

If the statement is true, circle the "T"; if false, circle "F."

T F 1. A Registered Nurse must have a 4-year college degree.

T F 2. The cashier must be able to handle money correctly.

T F 3. In the dietary department, the cook does not have to know how to cook for large amounts of people.

T F 4. The Flabotomist deals with people all over the hospital, and is mostly concerned with tours of the hospital.

T F 5. An LPN or licensed practical nurse may go on to become a registered nurse.

T F 6. The hospital administrator is reponsible for the efficient running of the entire hospital.

T F 7. The starting salary range for a Registered Nurse is from $8,500 to $10,000.

T F 8. The Physical Therapy Assistant must enjoy working with people.

T F 9. An X-Ray Technician does most of his work outside the hospital.

T F 10. A Registered Pharmacist has a 4-year degree.

T F 11. Workers in the emergency room must be able to think and act quickly.

T F 12. A porter/porterette must be able to do heavy work.

T F 13. The assistant personnel director conducts interviews.

T F 14. A respiratory therapist can advance to chief therapist.

T F 15. A medical transcriber does not need a very specialized vocabulary.

T F 16. A maintenance helper works indoors.

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... RISK MANAGEMENT

NAME ____ DATE __________

Directions: (True or False)

If the statement is true, circle the "T"; if false, circle "F."

T F 1. In order to qualify for a position in Risk-Management, a college education is necessary.

T F 2. The Risk-Management Department handles only the maintaining of physical security for the schools.

T F 3. The Insurance Adjuster must be able to meet and greet new people.

T F 4. A secretary usually makes about $85.00 a week to start.

T F 5. A supervisor must be able to be in charge of a group of people.

Directions: (Multiple Choice)

Place an X on the line beside the statement that best answers the question:

1. Insurance is necessary to:

   ______ a. avoid accidents

   ______ b. obtain lower interest rates from banks

   ______ c. protect one financially in case of accident or disaster

   ______ d. avoid being put in jail if arrested

2. The Insurance Adjuster:

   ______ a. solicits business for the agency

______ b. investigates claims

______ c. is always a male

______ d. adjusts insurance rates

3. A secretary must:

______ a. have good motor coordination

______ b. be strong

______ c. like to work outdoors

______ d. have a college degree

4. Workmen's Compensation is:

______ a. compensation for sick leave

______ b. compensation for injury received on the job and during working hours

______ c. income protection paid for by the employer

______ d. applicable only to secretaries

5. An insurance agent:

______ a. must have a college education

______ b. sells policies that protect individuals and businesses against losses

______ c. never leaves office

______ d. works alone

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... HOLLYWOOD SUN-TATTLER NEWSPAPER

NAME ____ DATE __________

Directions: (Multiple Choice)

Place an X beside the correct answer in each set:

1. The news reporter:

    _____ a. gathers information for news stories only

    _____ b. only writes the information

    _____ c. gathers and writes information

2. The news reporter's salary ranges between:

    _____ a. $ 75.00-100.00 per week

    _____ b. $150.00-200.00 per week

    _____ c. $200.00-250.00 per week

3. The most desirable educational background for a news reporter is:

    _____ a. college graduate

    _____ b. high school graduate

    _____ c. high school senior

Directions: (True or False)

If the statement is true, circle "T"; if false, circle "F."

T F 1. The darkroom technician processes and develops film.

T F 2. A darkroom technician needs no special training.

T F 3. The salary of a darkroom technician is between $110.00 - $120.00 per week.

T F 4. The editor prepares the news stories and photos.

T F 5. The wire editor is in charge of national and state news.

T F 6. The job of ad taker is done alone.

T F 7. Formal education and experience are required for most of the careers in the newspaper business.

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... WAVERLY FARM

NAME ____ DATE ________

Directions: (Multiple Choice)

1. Which one of the following can medically treat horses?

_______ a. Neurologist

_______ b. Veterinarian

_______ c. Hematologist

2. The average salary of an attendant?

_______ a. $ 50.00 per week

_______ b. $500.00 per week

_______ c. $200.00 per week

3. Skills necessary to become a horse surgeon may be acquired at:

_______ a. medical college

_______ b. trade school

_______ c. veterinarian school

Directions: (True or False)

If the statement is true, circle "T"; if false, circle "F."

T F 1. Training horses for racing takes place indoors.

T F 2. Only veterinarians may place bandaids on horses.

T F 3. Formal training is required to become a veterinarian.

T F 4. A foal is a young horse.

T F 5. Horses cannot swim.

Directions: Matching

Write the correct alphabet on the blank line.

1. Training _____
2. Performs surgery _____
3. Assists surgeon _____

A. Veterinarian
B. is done outdoors
C. is done indoors
D. Doctor
E. Attendant

NOVA MIDDLE SCHOOL

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

TEST ... WGMA RADIO STATION

NAME ______________________________ DATE __________

Directions: (Multiple Choice)

Underline the correct word or phrase that best answers the question.

1. Which department provides local organization with free air time?

   a. program

   b. public affairs

   c. copy

2. How many major departments does WGMA Radio Station have?

   a. seven

   b. three

   c. four

3. Who is generally in charge of the overall operation of Radio Station WGMA?

   a. Program Director

   b. Traffic Director

   c. Disc Jockey

Directions: (True or False)

If the statement is true, circle "T"; if false, circle "F."

T F 1. The disc jockey decides what music to play.

T F 2. The public affairs department hires personnel.

T F 3. The copy manager announces commercials.

T F 4. The music department is in charge of commercials.

Directions: (Matching)

Write the correct alphabet on the blank line.

1. Jim Harper _____
2. Traffic Director _____
3. Copy Department _____
4. Newsman _____
5. Music Department _____

A. Auditions all incoming records

B. Creates commercials

C. Is Program Director

D. Makes log for disc jockeys

E. Reports the news

APPENDIX L

EVALUATION INSTRUMENTS

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

AGENCY EVALUATION FORM

Name of Sponsoring Agency ______________________________

Name(s) of student(s) participating at this agency:

________________ ________________ ________________

________________ ________________ ________________

Date of Evaluation ____________________

Directions:

Please respond to each of the following questions by checking the appropriate blank space at the left and writing general comments in the space provided. Return the completed form in enclosed self-addressed envelope. Your comments and opinions are encouraged.

Yes No

___ ___ 1. Were students punctual? ____________________

____

____

___ ___ 2. Were they appropriately dressed? ____________

____

____

___ ___ 3. Did they ask appropriate questions? __________

____

____

___ ___ 4. Did they follow directions? ______________

____

____

Yes No

___ ___ 5. Did they appear to understand the responsibilities of the various careers within your agency?

___

___

___

___ ___ 6. Were they responsive to criticism? ___

___

___

___ ___ 7. Did they show proper respect and appreciation for any property or equipment they may have handled? ___

___

___

___ ___ 8. Did they show a positive attitude about their experience? ___

___

___

___ ___ 9. Did they seem to enjoy the experience? ___

___

___

___ ___ 10. Would you like to continue in the program? ___

___

___

11. What do you suggest to improve the program? ___

___

___

12. What do you consider the best points about the program?

____

____

____

Summary Comments

Please make any concluding comments about the overall experience you deem pertinent.

____

____

____

____

____

____

____

____

____

____

____

____

____

____

PARTICIPANT/COUNSELOR EVALUATION

STUDENT ____

NAME OF AGENCY __________________________________

DATE OF EVALUATION ______________________________

1. On a scale of 1-10, 1 being the lowest, 10 being the highest, how would you rate your experience at ______________________________ (name of agency)?

2. Were the people at the agency helpful in explaining the different departments and careers? Yes ____ No ____

3. Did you fulfill your responsibilities such as:
   - A. Being on time Yes ___ No ___
   - B. Dressing neatly Yes ___ No ___
   - C. Being courteous Yes ___ No ___
   - D. Following directions Yes ___ No ___

ATTITUDES: (Theirs)

1. Did you find that they helped one another? Yes ___ No ___

2. Were they friendly to each other? Yes ___ No ___

3. Were they courteous to each other? Yes ___ No ___

4. Did they seem happy in their jobs? Yes ___ No ___

ATTITUDES: (Yours)

1. Did you feel excited, nervous, et cetera?
   - A. At the beginning? Yes ___ No ___
   - B. At the end? Yes ___ No ___

2. Did they make you feel at ease? Yes ___ No ___
   - A. Everyone Yes ___ No ___
   - B. Only one person Yes ___ No ___

3. Did you understand the things they told you? Yes ___ No ___

4. Did seeing how this business operates make you want to know more about the various jobs? Yes ___ No ___
   - A. Maybe work in this field? Yes ___ No ___

5. Did you find this experience turned you off about this field? Yes ___ No ___
   A. If so, what turned you off? ______________________

____

6. Was the experience what you expected it would be?
   Yes ___ No ___
   A. As good as
   B. Better than
   C. Not as good as

7. On a scale of 1-10, 1 being the lowest, 10 being the highest, rate your experience at this agency.

PERSONALITY INDICATOR SURVEY

Directions: Circle one response from each set.

Which would you prefer?

1. To repair a toaster?
2. To teach a person how to swim?
3. To develop a report about democracy?
4. All of the above.
5. Both 1 and 2.
6. Both 2 and 3.
7. Both 1 and 3.

8. To replace the chain on a bicycle?
9. To play team sports with friends?
10. To do research for a science topic?
11. All of the above.
12. Both 8 and 9.
13. Both 9 and 10.
14. Both 8 and 10.

15. To clean the yard?
16. To clean the living room?
17. Both 15 and 16.

18. To sell gas at a service station?
19. To operate a cash register in a store?
20. Both 18 and 19.

21. To paste pictures in a scrapbook?
22. To design the cover for the school yearbook?
23. Both 21 and 22.

24. To take tickets at a theater?
25. To write the script for a school play?
26. Both 24 and 25.

27. To be the public relations person for the school newspaper?
28. To assist someone with public relations for the school newspaper?
29. Both 27 and 28.

30. To work as a salesperson in a large drug store?
31. To manage a large drug store?
32. Both 30 and 31.

33. To own a clothing store?
34. To work for someone in a clothing store?
35. Both 33 and 34.

36. To design clothes.
37. To sell clothes.
38. Both 36 and 37.

39. To clean and wax living room furniture?
40. To wash and wax the family car?
41. Both 39 and 40.

42. To define the advantages of proper school dress?
43. To play games with friends?
44. To put a new ribbon on a typewriter?
45. All of the above.
46. Both 42 and 43.
47. Both 43 and 44.
48. Both 42 and 44.

49. To type on a typewriter?
50. To make group projects?
51. To develop student court procedures?
52. All of the above.
53. Both 49 and 50.
54. Both 50 and 51.
55. Both 49 and 51.

56. To build a rock garden.
57. To arrange plants in certain rooms in the house.
58. Both 56 and 57.

59. To erase the chalkboard daily?
60. To design and arrange the bulletin board?
61. Both 59 and 60.

62. To be an executive?
63. To run errands for an executive?
64. Both 62 and 63.

65. To play on a tennis team?
66. To be the head coach for a tennis team?
67. Both 65 and 66.

68. To decorate the window in a department store?
69. To count money in a department store?
70. Both 68 and 69.

71. To paint your bedroom?
72. To paint the dog house?
73. Both 71 and 72.

74. To make a list of places to go on vacation?
75. To serve on a committee planning a party?
76. To make ice cream a special event?
77. All of the above.
78. Both 74 and 75.
79. Both 75 and 76.
80. Both 74 and 76.

81. To clean the interior of the family car?
82. To help other students with homework?
83. To make a list of ways to save money?
84. All of the above.
85. Both 81 and 82.
86. Both 82 and 83.
87. Both 81 and 83.

88. To help take care of a pony?
89. To take care of a kitten?
90. Both 88 and 89.

91. To answer all home telephone calls?
92. To write a story about the inventor of the telephone?
93. Both 91 and 92.

94. To sing in the school chorus?
95. To write a song?
96. Both 94 and 95.

97. To be student director of the band?
98. To be student director of the chorus?
99. Both 97 and 98.

100. To assist in taking pictures for the school yearbook?
101. To be the student editor of the yearbook?
102. Both 100 and 101.

103. To prepare food in a restaurant?
104. To be the cook at a barbecue?
105. Both 103 and 104.

106. To put together picture puzzles?
107. To help other people solve problems?
108. To find out how cameras take pictures?
109. All of the above.
110. Both 106 and 107.
111. Both 107 and 108.
112. Both 106 and 108.

Personality Indicator Survey Evaluation Sheet

Circle the numbers that correspond to your personality indicator survey responses.

things	people	idea	out-of doors	in-doors	routines	creativity	self-directed-ness	other-directed-ness
1	2	3	15	16	21	22	27	28
4	4	4	17	17	23	23	29	29
5	5	6	18	19	24	25	31	30
7	6	7	20	20	26	26	32	32
8	9	10	40	39	37	36	33	34
11	11	11	41	41	38	38	35	35
12	12	13	56	57	59	60	62	63
14	13	14	58	58	61	61	64	64
44	43	42	72	71	69	68	66	65
45	45	45	73	73	70	70	67	67
47	46	46	88	89	91	92	97	98
48	47	48	90	90	93	93	99	99
49	50	51	104	103	94	95	101	100
52	52	52	105	105	96	96	102	102
53	53	54						
55	54	55						
76	75	74						
77	77	77						
79	78	78						
80	79	70						
81	82	83						
84	84	84						
85	85	86						
87	86	87						
106	107	108						
109	109	109						
110	110	111						
112	111	112						

TOTAL OF NUMBERS CIRCLED

Personality Indicator Survey Profile

Chart the totals from your Personality Indicator Survey Evaluation Sheet

	Indicates Little Interest		Indicates Medium Interest			Indicates High Interest	
Things	1	2	3	4	5	6	7
People	1	2	3	4	5	6	7
Out-of-Doors	1	2	3	4	5	6	7
In-Doors	1	2	3	4	5	6	7
Ideas	1	2	3	4	5	6	7
Routines	1	2	3	4	5	6	7
Creativity	1	2	3	4	5	6	7
Self-Directedness	1	2	3	4	5	6	7
Other-Directedness	1	2	3	4	5	6	7

PARTICIPANT EXIT EVALUATION FORM

Name of Participant ______________________________ Date _______

Write the Names of All Agencies you Visited:

1. ____________________________ 2. ____________________________

3. ____________________________ 4. ____________________________

5. ____________________________ 6. ____________________________

Directions:

Please respond to each of the following questions by checking the proper blank space at the left and writing general comments in the space provided. Be sure to EXPLAIN wherever the response is checked NO:

YES NO

___ ___ 1. Were you able to identify and observe all careers existing in most of the agencies you visited?

____

____

____

2. Were you able to find information concerning the items listed below about each career you observed either at the agency or through your school career center?

___ ___ a. The amount and type of training required

___ ___ b. The salary range

___ ___ c. The promotion opportunities

___ ___ d. The various job responsibilities

____

____

____

____

YES NO

3. Were you able to observe the following about careers at the agencies you visited:

___ ___ a. Whether the job was performed indoors or out-of-doors?

___ ___ b. Whether the job involved working alone or with others?

___ ___ c. Types of skills needed?

___ ___ d. Ways in which the skills of the job relate to other jobs in the department?

____

____

____

___ ___ 4. Did you arrive at each agency on time?

____

____

____

___ ___ 5. Did you arrive at each agency appropriately dressed?

____

____

____

___ ___ 6. Were the questions you asked at the various agencies answered to your satisfaction?

____

____

____

YES NO

___ ___ 7. Did you follow directions given you at the agencies?

____

____

____

___ ___ 8. Did you show proper respect for agency property and equipment?

____

____

____

Directions:

Please explain both YES and NO responses:

YES NO

___ ___ 9. Are you glad you were chosen to participate in the program?

____

____

____

___ ___ 10. Do you think the program should be continued?

____

____

____

11. Write the name of the agency you enjoyed visiting most. Explain why.

____

____

____

12. Write the name of the agency you enjoyed visiting least. Explain why.

____

____

____

13. Write good points about the program.

____

____

____

14. Write bad points about the program.

____

____

____

15. Write what you believe should be done to improve the program.

____

____

____

SUMMARY COMMENTS

Write any other comments about the program, not included above, that you believe to be important.

____

____

____

____

____

____

NOVA PROFESSIONAL STAFF EVALUATION FORM

Directions:

Please respond to all items and return to Mrs. Wohlrab's mail box. Your assistance is sincerely appreciated.

A. What effect did the participants' participation in the Internship Program have, in general, on their overall conduct and participation in class and/or in school activities?

B. Student participants will miss classroom and/or school activities when they participate in the Internship Program. Should activities missed by participants be: (a) made up upon their return to school; (b) carried on simultaneously while in the program through laps or other means; (c) not required, allow Internship Program activities to substitute; (d) other? Please comment on just how this should be handled.

C. Should the program continue at Nova in its present form; should the program be modified, if so, in what way; or should the program be discontinued?

SUMMARY COMMENTS

D. Please make any concluding comments about the overall program you deem pertinent.

EVALUATION REPORT

OCCUPATIONAL SPECIALIST/CAREER EDUCATION CONSULTANT

Name of Evaluator ______________________________ Date ________

Directions:

Please give an in-depth, general assessment of the Internship Program addressing such things as: your duties, effectiveness of selected agencies, should the program continue, et cetera.

ADD SHEETS IF NECESSARY

APPENDIX M

A VIDEO TAPE DOCUMENTARY PRODUCTION

SHOOTING SCHEDULE

THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

DATE	AGENCY	TIME	AGENCY	TIME
Friday, November 15	(Faith Eichner) Hollywood City Hall	10:00 A.M.		
Monday, November 18	(Matthew Tindall) Waverly Farm	10:00 A.M.	(Ken Nolan) WGMA Radio	1:30 P.M.
Tuesday, November 19	(Karen Zoldan) Sun-Tattler Newspaper	9:00 A.M.	(**) Plantation Gen. Hospital	1:00 P.M.
Thursday, November 21	(Bill Koenig) Hollywood Savings & Loan	10:00 A.M.	(Valerie Vaccaro) Burdine's	2:00 P.M.
Wednesday, December 4	Dr. Wm. McFatter Studio-Nova Univ.	10:00 A.M.		
Thursday, December 5	J. Aycock/N. Keaton/ J. Smith Studio-Nova Univ.	10:30 A.M.	J. Nutter/K. Wohlrab Nova Middle School	2:00P.M.

**Jennifer Anthony   Martin Perraud   John Brisebois
Victor Williams   Linda Fulmore   Joe Carter

THE STORY OF THE EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

A VIDEO TAPE DOCUMENTARY PRODUCTION

Introductory Scene (Background music)

Student in Radio Studio, shift to student on farm, to student in hospital, to student at waterworks.

Narrator

What do these middle-school students have in common? Each is exploring the world of work to gain a picture, at first hand, of what he may want to do with his life in the future.

Scene (Background music)

Theme appears on screen

EXPLORING THE FUTURE
THE STORY OF
THE EXECUTIVE MIDDLE SCHOOL
INTERNSHIP PROGRAM

Scene

To Matthew Tindall at Waverly Farm, working at appropriate tasks

Narrator

Matthew Tindall is an eighth-grade student at Nova Middle School in Broward County. If you had asked Matthew a week ago whether he wanted to go into agriculture as a career, he might have had difficulty in answering. But, today, he is learning through first-hand experience the nature of agriculture as a career. Under the supervision of the manager of Waverly Farm, he is experiencing the day-to-day activities of a farm worker. This is possible because of the cooperation of the Waverly Farm in South Florida, one of the thirteen cooperating agencies in the Executive Middle School Internship Program, a project in the world of work originated by Mr. William Martin, Administrative Assistant to the South Central Area Superintendent of the Broward County Public Schools. Mr. Martin explains the rationale of the project in these words...

Scene

To Mr. Martin in the studio explaining the program's rationale

The Text of Martin's Statement

The rationale for the Executive Middle School Internship Program is based on the premise that students, somewhere along the educational spectrum, must make valid decisions about their future participation in the world of work. If young people are to make wise choices about their participation in that world, then they must have the kind of exposure to the world of work that makes wise decision-making possible. The internship program is designed to provide an opportunity for middle-school-age students to combine the best elements of classroom learning with actual experience in the career world.

To determine if this can be effectively achieved, the Broward County School System has engaged in a pilot program at

Nova Middle School in Fort Lauderdale. The pilot project involves twelve eighth-grade students who were randomly selected to cycle through thirteen community based sponsoring agencies offering a wide range of career opportunities. The pilot project will extend over a period of approximately six weeks. At the end of the research phase, an extensive evaluation process will be used to determine how effective the program was in meeting its goals and objectives.

At this point, the enthusiasm expressed by students, sponsoring agencies, teachers and parents about this project has been overwhelming. We feel confident that the end result of our efforts will be fruitful.

Scene (Background music)

To Bill Koenig at Hollywood Savings & Loan

Narrator

While Matthew is busy at the Waverly Farm, another student, Bill Koenig, is learning what is involved in working in the world of finance. He is spending two days at the Hollywood Savings & Loan Association. Here, cashier Beverly Boyce is supervising his learning experiences.

Scene (Background music)

Activities at Hollywood Savings & Loan Association

Narrator

We are, perhaps, accustomed to various career education programs at the high-school level, but few people think of this as an activity to be carried on in middle schools.

Scene

To Wohlrab and Nutter on the Nova Middle School campus

Narrator

Juanita Nutter and Kit Wohlrab, two experienced career education consultants at Nova Middle School, explain its importance for this age group.

Scene

To Wohlrab and Nutter discussing the importance of the project at the middle-school level. They explain, in a general way, the role they play in working with students in the program.

Scene

To Valerie Vaccaro at Burdine's, looking over the marketing, purchasing, and display functions of the store

Narrator

An important area of work in today's world is the field of distribution of goods -- the sale of the myriad products which support our economy and our people. Probably nowhere is merchandising as advanced a science as in the large department store -- such as Burdine's, a large Florida chain. During her internship there, Valerie Vaccaro joined a regular training session for new employees being conducted by Mrs. Rose.

Scene

To Plantation Hospital

Narrator

Meanwhile, at the Plantation General Hospital, five students are exploring the many aspects of the health professions. Having viewed laboratory procedures, the group moves on to the x-ray area.

(Background music)

Narrator

How successful will this project be? This is of vital interest to these Broward school administrators. Dr. Neal Keaton, South Area Superintendent; Dr. John Aycock, South Central Area Superintendent; and Dr. James Smith, Director of Career Education are involved in observing and evaluating the project to learn its value. They discuss now the importance of the project to the schools.

Scene

To the three administrators. As observers of the overall practicum,**all administrators have** been kept informed about every phase of the total program. They discuss the relevancy of the project to the career education program and the exploratory program of the twenty-six middle schools in the county. They conclude their remarks by predicting positive end results for a project they believe will be an asset to the Broward

County School System.

Scene

To Karen Zoldan, clipping pictures in the morgue of the Hollywood Sun-Tattler.

Narrator

Regardless of the results of the evaluation, Karen Zoldan, another eighth-grade student at Nova Middle School knows that she is learning a great deal about the operation of a newspaper as she spends the day at the Hollywood Sun-Tattler, a cooperating local agency. Here, she works in the morgue clipping pictures for the files. Later, she learns about the various positions on the paper, as the receptionist, Nancy Jones, shows her distribution of the mail.

Scene

To Ed Wentworth, editor of the Hollywood Sun-Tattler, in his office

Narrator

None of this would be possible without the cooperation of thirteen institutions and industries in Broward County. Editor Ed Wentworth Explains his reasons for this cooperation.

Scene

To Ed Wentworth, speaking for agencies. The essence of Mr. Wentworth's comments suggests that initially he was apprehensive about getting involved in the program. He felt that

BEST COPY AVAILABLE

the rationale of the program was good; however, he was concerned about the age group of its participants -- eighth-grade-level students. He decided to participate in spite of his concern and has found the age-grade level to be an asset rather than a liability. In summary, Mr. Wentworth lavished praise on the participants and the project generally. He is one of the staunch supporters of the program.

Scene

To Ken Nolan approaching Radio Station WGMA

Narrator

Karen learns about newspapers while Ken Nolan is exploring another aspect of the communications industry by fulfilling a one-day internship at Radio Station WGMA.

Scene (Background music)

To Ken Nolan in production studio

Narrator

The importance of this pilot project lies not only in this first attempt, but also in its value as a prototype for future career education activities. Dr. William McFatter, Program Superintendent for Long-Range Planning, looks at the long-range effects of this internship program.

Scene

To Dr. William McFatter in the studio

Dr. McFatter explains how this project fits into the long-range planning of the Broward County Schools. He points out that within the next five years, the school system anticipates approximately sixty-seven percent of all students in grades ten through twelve will be enrolled in some type of vocational education program. In order for students to make wise choices at the senior level, they must have exploratory exposure at the middle-school level. The middle school campuses are not equipped to provide the kind of pre-vocational exposure that students should have. The Executive Middle School Internship Program is designed to provide pre-vocational career exposure for students where it can best be provided, that is, in agencies in the local community where the actual experience is taking place. That is why this project, if successful, is so very important to the Broward County School System.

Scene

To the water plant with Edith Eichner

Narrator

City government involves a wide variety of activities, as Edith Eichner is learning. Water Manager, Ron Collins, met with her on her visit to the Hollywood, Florida water plant, explaining the importance of that operation.

Narrator (Background music)

Farmer, doctor, newspaperman, radio announcer, retail merchant, financier, or government worker -- these and many other careers are possible roads to the future. For young people to choose intelligently, they must have information on which to base their choices. Did the Executive Middle School Internship Program provide this information? On the post-test, the participating students revealed that they had improved their knowledge and understanding of the career they investigated. They learned a great deal, enjoyed the experience, were glad they had been chosen, and would like to continue. As for the agencies -- twelve of thirteen said they would like to continue the program.

The stated goals of the project, then, were met. This means that, in the future, middle-school students in Broward County will be better able to chart their career-related vocational course.

End of documentary - background music fades. This documentary was produced by the Nova University Learning Technology Laboratory, Fort Lauderdale, Florida.

Originator:	William R. Martin, Project Director
Narrator:	Dr. Richard Bell, Director The Learning Technology Center
Technical Director:	William Boehme, Technician, LTC
Camerapersons:	Jill Gentile Natalie Hickey Pat Partner Carlos Rondan

Background Music:	"Mendelssohn's Italian Symphony No. 4 in A Major" (Second movement - Andante Con Moto)
Arrangements for gaining access to the Video Tape:	The Video Tape Documentary may be purchased or borrowed. Write for information to: Dr. Richard H. Bell Director of the Learning Technology Center Nova University College Avenue Fort Lauderdale, Florida 33314

APPENDIX N

CORRESPONDENCE RELATING TO THE PROGRAM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

RISK MANAGEMENT DEPARTMENT

September 20, 1974

TO: Dr. W. T. McFatter, Director
Long-Range Planning

FROM: J. C. Underwood, Coordinator

SUBJECT: Executive Middle School Internship Program

As I understand it there are a couple of areas under the captioned program which pose a problem:

1. Businesses which have been approached to provide the job observation experience have indicated they want the School Board to protect them from liability arising out of the presence of students on their premises.

2. The need for a combined parental permission and in-insurance statement form which will not only establish the fact that the students' parents are aware and give their permission for their children's participation in this program but also to assure us the parents have provided adequate accident insurance which will apply toward their children's medical expenses in the event they are injured while participating in the program. This form would also serve to clarify for the parents the fact that if they are relying on Student Accident Insurance for this protection, they must have the "24-Hour" as the "At School" will not cover this type activity.

As to the agreement between the School Board and the participating business as mentioned in No. 1 above, I would recommend it clearly set forth the obligations of the business to provide a safe environment, comply with all rules and/or guidelines of the program, and comply with existing child labor laws, et cetera. Rather than attempt to compose the agreement **formally,** I would suggest this be done by either Mr. Martin or the Board Attorney.

The foregoing agreement could contain a Hold Harmless and Indemnification clause worded somewhat as follows:

A. The School Board of Broward County further agrees to indemnify and hold the Institution harmless from any claim or loss arising in any manner out of the presence or activity of the School Board of Broward County's students or representatives when such students or representatives are on the Institution's premises under the terms of the Agreement.

B. Upon prompt notice from the Institution, the School Board of Broward County agrees to defend at their expense any claim made against the Institution which arises out of the presence or activity of the School Board of Broward County's students or representatives on the Institution's premises under the terms of this Agreement.

Again, I think this should be reviewed by the Board Attorney and is merely a suggestion to get things started.

I am attaching a suggested parental permission and insurance statement form which could be used for the purpose outlined in No. 2, above. You will note that in the first paragraph of this agreement I have bracketed an optional release clause which I think should be included for whatever psychological value it might have.

Although the above comments and the attached material pertain specifically to the Executive Middle School Internship Program, they could be used for any other program by replacing the above program name with whatever program would be involved.

If you or anyone connected with the program have any questions, please give me a call.

JCU:im
Attachments

EXECUTIVE MIDDLE SCHOOL INTERNSHIP PROGRAM

NOVA MIDDLE SCHOOL
PARENTAL PERMISSION AND INSURANCE STATEMENT

TO: The School Board of Broward County, Florida:

I, ____________________, hereby grant permission for my son/daughter, ____________________, to participate in the Executive Middle School Internship Program during the ______ school year, and hereby release The School Board of Broward County, Florida, the School and its employees from all liability arising out of injuries sustained by my son/daughter while participating in this program.

☐ I have accident insurance with ____________________________
(Name of Insurance Company)
which will cover my son's/daughter's medical expenses in the event of an injury while participating in this program.

- - - OR - - -

☐ I have enrolled my son/daughter for 24-Hour Student Accident Insurance coverage with Guarantee Trust Life Insurance Company.

Signed ____
(Parent or Guardian)

* *

NOTARIZATION	WITNESS - SCHOOL OFFICIAL
STATE OF FLORIDA COUNTY OF _____________	
Sworn to and subscribed before me this ____ day of ____________, 19___.	On ________ I witnessed (date) execution of the above.
________________________ Notary Public	________________________ School Official
My Commission expires: _____________	________________________ Position

INSTRUCTIONS TO PARENT OR GUARDIAN

1. Complete form in duplicate.

2. Have original notarized OR witnessed by an official of your son's/daughter's school.

3. Return original to your son's/daughter's school and retain the copy for your records.

- - - NOTE - - -

For Student Accident Insurance to cover accidental injuries incurred in this program, the student must have the 24-Hour coverage.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent

South Central Area

September 26, 1974

(Letter sent to each participating Agency)

Dear ______________________:

The purpose of this letter is to introduce Mesdames Juanita Nutter, Consultant for Career Education, the School Board of Broward County and Kit Wohlrab, Occupational Specialist at Nova Middle School.

These ladies will be assisting me with the Executive Middle School Internship Program. Please feel free to answer any of their questions or give them any other assistance they may seek in reference to this project.

Very truly yours,

William R. Martin
Project Director

WRM/aw

cc: Mrs. J. Nutter
Mrs. K. Wohlrab

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Nova Middle School

October 29, 1974

TO: (NAME OF AGENCY)

FROM: William R. Martin, Project Director
Executive Middle School Internship Program

SUBJECT: Pertinent information concerning the date and time students will participate at your agency in connection with the Executive Internship Program.

Please expect the first student to begin participation in the Internship Program on Wednesday, November 6, 1974. Transportation will be provided by each student's parents. The student will arrive at your agency at _____ and leave at ______. The student is responsible for bringing a bag lunch or money to purchase his lunch. In any event, the student is under your supervision during his entire stay there.

All students who are selected to participate in the program will, on Monday of next week, identify the agencies with which they wish to participate. As soon as this is done, I will call and give you their names and the dates they will be there. Lines at the bottom of this memo are for your convenience in recording their names.

The following is a summary of the main points to remember:

1. Expect your first participant on Wednesday, November 6, 1974.
2. Before that date, I will call to identify by name all participants assigned to you and indicate the dates they will be there.
3. If you need assistance of any kind in connection with the students assigned to you, please call:

Mrs. Kit Wohlrab, Occupational Specialist
Nova Middle School
Phone: 584-9411 Ext. 24
or
William Martin, Area Superintendent's Office
Phone: 961-0140 Ext. 9

NAMES OF STUDENTS	DATE(S) ASSIGNED

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

November 8, 1974

TO: Mr. John Aycock
Dr. Neil Keaton
Dr. James Smith
Maxi II Practicum Observers

FROM: William R. Martin, Participant
National Ed. D. Program for Educational Leaders

SUBJECT: Interim Progress Report for the Maxi II Practicum titled, The Executive Middle School Internships - A Model

The attached information is intended to keep you abreast and informed concerning the progress being made in connection with the Practicum Project.

Students are currently in the participatory phase of the project. Participation began November 6, 1974. The research phase of the program will end December 20, 1974, however, students currently participating will continue through January 10, 1975. Nova Middle School contemplates continuing the program indefinitely, pending the outcome of the research phase.

The following data is contained herein:

Exhibit A

A folder, clip board, the same type that is being used by each of the twelve students.

Exhibit B

Activities Packages for the thirteen participating agencies along with the pre-post tests for each.

Note: Students will be pre and post tested for each agency they observe. They will do pre-exposure research in the school media center and carry the appropriate "activity package," (in folder-clip board, see Exhibit A) to each agency as they go for observation.

Exhibit C

Names of the Twelve Student Participants

Note: Students were selected by random sample. The Nova Middle School administration and faculty were totally involved.

Exhibit D

Statement of Student Objectives and Responsibilities

Exhibit E

Student-Parent Orientation Workshop Agenda

Note: Workshop was held with parents and students on Monday, November 4, 1974, at Nova Middle School.

Exhibit F

Student-Parent Orientation Package

The package contains:

a. statement describing the program
b. identification of participating agencies, et cetera
c. calendars showing school days during the research phase
d. parent-student responsibilities

Exhibit G

The Personality Indicator Survey

Note: This survey will be administered to all students pre and post their participation in the total program.

Exhibit H

Video Tape Shooting Schedule

Note: A team of graduate assistants will shoot scenes from selected agencies to be included in a video tape presentation being produced to show the total program in capsule form. Dr. Bill McFatter will also participate in the tape.

If you have questions or desire further information or explanation, please call me.

WRM/aw

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

November 25, 1974

TO: Dr. William T. McFatter

FROM: William R. Martin

SUBJECT: Video Tape Documentary on the Executive Middle School Internship Program

This is to confirm and remind you to be present in the Learning Technology Laboratory located in the Hollywood-Mailman Center on the Nova University Campus Wednesday, December 4, 1974 at 10:00 A.M. to participate in the production of a video tape in connection with the above program.

Your 3-minute participation on Wednesday should include essentially what we discussed by phone last week, namely:

> that the importance of this pilot project lies not just in this first attempt, but also in its value as a prototype for future career-education activities. Also, an explanation of how this project fits into the long-range planning of the Broward County Schools.

I take this opportunity to express my appreciation to you for your continued encouragement, support and assistance.

WRM/aw

cc: Dr. Richard Bell, Director
Learning Technology Center

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

November 25, 1974

TO: Mrs. Kit Wohlrab
Occupational Specialist

Mrs. Juanita Nutter
Career Education Consultant

FROM: William R. Martin

SUBJECT: Video Tape Documentary on the Executive Middle School Internship Program

This is to confirm and remind you that a team, headed by Dr. Bell from Nova University, will video tape you in the occupational specialist setting at Nova Middle School on Thursday, December 5, 1974 at 2:00 P.M.

Your participation on Thursday will extend approximately 3 minutes in length for your total taping time. Suggestions for your presentation could include the following:

a. dialogue between the two of you discussing your respective roles in relation to the overall project

b. scenes showing students under your supervision, engaged in pre-post in-house research, testing, counseling, et cetera

I take this opportunity to express my sincere appreciation to each of you for your continued support and assistance.

WRM/aw

cc: Dr. Richard Bell, Director
Learning Technology Center

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

November 25, 1974

TO: Mr. John Aycock
Dr. Neil Keaton
Dr. James Smith
Maxi II Practicum Observers

FROM: William R. Martin

SUBJECT: The Participation of Practicum Observers in the Production of a Video Tape in Connection with the Executive Middle School Internship Program

This is to confirm and remind you to be present in the Learning Technology Laboratory located in the Hollywood-Mailman Center on the Nova University Campus Thursday, December 5, 1974 at 10:30 A.M. to participate in the production of a video tape in connection with the Practicum Project.

The video tape will become an addendum to the written practicum document. It may ultimately be used to attract prospective participants and/or users of this program such as community sponsoring agencies, school administrators, school faculties and students.

As Practicum Observers and Evaluators, your participation on Thursday should include the following:

a. engage in dialogue among the three of you discussing briefly your role as observers and evaluators of this project

b. the total length of time you will have to do this collectively, is approximately 3 minutes

c. a copy of the role of observers, as described by Nova University is attached

I take this opportunity to express my appreciation to each of you for your continued encouragement, support and assistance.

WRM/aw

cc: Dr. Richard Bell, Director
Learning Technology Center

Enclosure

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
~~South~~ Central Area

December 20, 1974

(Letter addressed to Agencies)

Dear ______________________:

Your office recently participated in a pilot program involving students at Nova Middle School in connection with the Executive Middle School Internship Program. An evaluation shows that this program was highly successful. The Nova school staff is desirous of continuing the program.

You and your personnel can be proud of rendering service of great value. Now that this pilot model has been adjudicated successful, its implementation potential is not limited to the youth in Broward County but is indeed nationwide in scope.

On behalf of the boys and girls who participated in the pilot program, the Nova faculty, and the School Board of Broward County, Florida, please accept our sincere appreciation and gratitude. We are cognizant that without your involvement and cooperation, this program could not have been tested. We are hopeful that the correlation of our efforts can continue in providing educational opportunities for the youth of our community.

Sincerely yours,

William R. Martin
Project Director

WRM/aw

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

December 20, 1974

Doctor William T. McFatter
Program Superintendent for Long-Range Planning
The School Board of Broward County, Florida
Fort Lauderdale, Florida

Dear Doctor McFatter:

An evaluation of the Executive Middle School Internship Program shows that it was highly successful. The Nova school staff is desirous of having the program continue there. Now that the pilot model has been adjudicated successful, its implementation potential is not limited to Broward County, but is indeed nationwide in scope.

On behalf of the student participants in the pilot program and myself, please accept this letter as an expression of our sincere appreciation. We are not only grateful for your appearance in the video tape, but also for the data you provided that substantiated the need for this type program, and for your interest and support which contributed immeasurably to the overall success of the program.

Very truly yours,

William R. Martin
Project Director

WRM/aj

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 6, 1975

(Letter addressed to Observers)

Dear ________________________:

Accepting the challenge to serve as Observer of my Maxi II Practicum was a major responsibility considering your mammoth work schedule. You not only accepted that task, but went beyond the limits of reasonable expectations and sacrificed more time and effort to participate in a video tape documentary production describing the model Executive Middle School Internship Program.

Your total participation in this endeavor is not only considered a great personal favor to me, but more importantly, an exemplification of your dedication to improving the educational process for the youth of our school system.

On behalf of the student-participants who benefited from this program and myself, please accept this letter as an expression of sincere gratitude and appreciation.

Sincerely yours,

William R. Martin

WRM/aw

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 16, 1975

TO: Mr. John E. Aycock
Dr. William McFatter
Dr. James Smith
Dr. Neil Keaton
Mrs. Anne McMichael
Mrs. Juanita Nutter
Mrs. Kit Wohlrab

FROM: Bill Martin

SUBJECT: Video Tape Documentary Preview

You are cordially invited to attend a preview of the video tape documentary, "The Story of the Middle School Internship Program," in the studio of the Learning Technology Laboratory, Hollywood-Mailman Center on the Nova University Campus. The 30-minute tape will be shown on Tuesday, January 21, 1975 at 10:00 A. M.

The video tape was produced at the Learning Technology Center under the direction of Dr. Richard Bell.

Sincere expressions of gratitude and appreciation are extended to each of you for your participation and assistance.

WRM/aj

cc: Dr. Richard Bell

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 20, 1975

(Letter sent to the thirteen Agencies)

Dear ____________________:

You are cordially invited to attend a preview of the video tape documentary,"The Story of the Executive Middle School Internship Program." Scenes from several of the thirteen participating agencies will be shown in the documentary that was produced by the Learning Technology Center at Nova University.

The preview and pilot program evaluation will be shown at Nova Middle School on Thursday, January 30, 1975 beginning promptly at 10:15 A.M. and will last approximately forty-five minutes. A school host will greet you at the principal's office.

Please feel free to send a representative if you are not able to attend.

Sincerely yours,

William R. Martin
Project Director

WRM/aw

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 20, 1975

Doctor Richard Bell, Director
The Learning Technology Center
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Doctor Bell:

Last August, 1974 after reviewing the proposal for my Maxi II Practicum, "The Executive Middle School Internship Program - A Model," you corroborated my opinion that the proposal contained substantive data of sufficient potential magnitude to consider developing the finished product into a video tape documentary. You also consented to serve as my advisor.

Under your tutelage, I have enjoyed the privilege of participating in a highly sophisticated milieu. Your expertise, intellectual sensitivity, and capacity to relate as a teacher and advisor have been an inspirational experience, unparalleled in my academic career and contributed immeasurably to my personal growth and development.

On behalf of myself and all the students who have benefited and who will benefit from this endeavor, please accept our sincere gratitude.

Sincerely yours,

William R. Martin
Project Director

cc: Mr. Sam O. Kaylin
Doctor Donald P. Mitchell
Doctor Abraham S. Fischler

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 23, 1975

Mr. Donald L. Dobbs, Principal
Nova Middle School
Fort Lauderdale, Florida

Dear Mr. Dobbs:

Nova Middle School recently provided the milieu for The Executive Middle School Internship Program - A Model to be piloted and field tested. An evaluation of this program shows that the project was highly successful.

You and members of the Nova Middle School faculty and student body deserve high commendation for your professional support, cooperation and participation in this pilot program.

On behalf of the School Board of Broward County, Florida and all the students who have benefited and who will benefit from this endeavor, please accept our sincere gratitude.

Sincerely yours,

William R. Martin
Project Director

WRM/aj

cc: Mr. John E. Aycock

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 23, 1975

Mrs. Juanita Nutter
Career Education Consultant
The School Board of Broward County, Florida
Fort Lauderdale, Florida

Dear Mrs. Nutter:

The Executive Middle School Internship Program - A Model was recently piloted at Nova Middle School in Fort Lauderdale. An evaluation of this program shows that the project was highly successful.

Your participation in the pilot program as Career Education Consultant contributed immensely to the total success of this project.

On behalf of myself and the students who have benefited and who will benefit from this endeavor, please accept our sincere gratitude.

Sincerely yours,

William R. Martin
Project Director

WRM/aj

cc: Doctor James Smith

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Office of the Area Superintendent
South Central Area

January 23, 1975

Mrs. Kit Wohlrab
Occupational Specialist
Nova Middle School
Fort Lauderdale, Florida

Dear Mrs. Wohlrab:

The Executive Middle School Internship Program - A Model was recently piloted at Nova Middle School where you served as occupational specialist. An evaluation of this program shows that the project was highly successful.

Your participation in the pilot program as assistant project director and liaison between the school and agencies contributed immensely to the total success of this project.

On behalf of myself and the students who have benefited and who will benefit from this endeavor, please accept our sincere gratitude.

Sincerely yours,

William R. Martin
Project Director

WRM/aj

cc: Mr. Donald L. Dobbs

APPENDIX O

ACKNOWLEDGMENT OF HUMAN RESOURCE PERSONS ASSOCIATED WITH THE PILOT INTERNSHIP PROGRAM

ACKNOWLEDGMENT OF HUMAN RESOURCE PERSONS ASSOCIATED WITH THE PILOT INTERNSHIP PROGRAM

Name - Title	Role
MR. SAM O. KAYLIN Associate in Practicums Nova University	Doctoral Practicum Advisor
DR. SHARLENE P. HIRSCH Former National Lecturer Nova University	Conceptionalization Consultant
DR. BERT KLEIMAN Cluster Coordinator Nova University	Practicum Consultant
DR. RICHARD H. BELL Learning Technology Center Nova University	Video Tape Documentary Director
DR. WILLIAM McFATTER Program Superintendent Broward County Schools	School System Implementation Advisor
MR. JOHN E. AYCOCK Area Superintendent Broward County Schools	Practicum Observer
DR. NEIL V. KEATON Area Superintendent Broward County Schools	Practicum Observer
DR. JAMES E. SMITH Career Education Director Broward County Schools	Practicum Observer
MRS. ANNE McMICHAEL Career Education Consultant Broward County Schools	Research Assistant
MRS. JUANITA NUTTER Career Education Consultant Broward County Schools	Career Education Consultant
MRS. KIT WOHLRAB Occupational Specialist Nova Middle School	Project Assistant

Name - Title	Role
MR. DONALD L. DOBBS Principal Nova Middle School	Assisted-Faculty Orientation
DR. LINDA MURRAY Research Department Coordinator Broward County Schools	Evaluation Advisor
MRS. CORA SUTTON English Instructor Piper High School	Manuscript Editor
MRS. LINDA TAVLIN Stenographer Fort Lauderdale, Florida	Secretary
MRS. SONYA FOX English Instructor McArthur High School	Clerical Assistant
MRS. ALICE WRIGHT Clerk-Typist South Central Area Office	Clerical Assistant
MRS. SHIRLEY FOY Office Manager Broward County CTA Office	Clerical Assistant
MR. HARRY LEMBECK Attorney Attorneys Koenig-Katz-Goodman	Agency Resource Person
MR. NICK RUTTENBERG Divisional Merchandise Manager Burdine's	Agency Resource Person
MR. TOM JENKINS Town Administrator Davie Town Hall	Agency Resource Person
MR. RON MORRISON Funeral Director Davie Funeral Home	Agency Resource Person

Name - Title	Role
MS. ANN VANDERSLICE Administrative Assistant Hollywood City Hall	Agency Resource Person
MR. ALLEN YABLONSKY Personnel Director Hollywood Savings & Loan Assn.	Agency Resource Person
MRS. MARION BELL Coordinator Instructional Television Center	Agency Resource Person
DR. J. PATRICK BRENNAN Optometrist	Agency Resource Person
MRS. SHIRLEY CALDWELL Personnel Director Plantation General Hospital	Agency Resource Person
MR. JAMES UNDERWOOD Coordinator Risk Management Department	Agency Resource Person
MR. EDWARD WENTWORTH Editor Hollywood Sun-Tattler	Agency Resource Person
MR. PRICE McINTOSH Proprietor Waverly Farm	Agency Resource Person
MR. JAMES HARPER Program Director Radio Station WGMA	Agency Resource Person
LINDA FULMORE Student Nova Middle School	Student Participant
MATTHEW TINDALL Student Nova Middle School	Student Participant
JENNIFER ANTHONY Student Nova Middle School	Student Participant

Name - Title	Role
BILL KOENIG Student Nova Middle School	Student Participant
KAREN ZOLDAN Student Nova Middle School	Student Participant
KENNETH NOLAN Student Nova Middle School	Student Participant
FAITH EICHNER Student Nova Middle School	Student Participant
VALERIE VACCARO Student Nova Middle School	Student Participant
MARTIN PERRAUD Student Nova Middle School	Student Participant
JOHN BRISEBOIS Student Nova Middle School	Student Participant
VICTOR WILLIAMS Student Nova Middle School	Student Participant
JOE CARTER Student Nova Middle School	Student Participant
MR. JAMES UNDERWOOD Risk Management Department Coordinator Broward County Schools	Insurance Protection Advisor
MR. EDWARD MARKO Attorney to the Board Broward County Schools	Legal Advisor

Name - Title	Role
MR. WILLIAM BOEHME LTC Technician Nova University	Video Tape Documentary Technician
MS. MERRA L. BLOCK Graduate Student Assistant Nova University	**Occupational Specialist Assistant**
MS. CLAIRE COHEN Graduate Student Assistant Nova University	Assisted-Writing Activity Package
MS. IRIS COHEN Graduate Student Assistant Nova University	Assisted-Writing Activity Package
MS. SYLVIA CRITTENDON Graduate Student Assistant Nova University	Assisted-Writing Activity Package
MS. CAROLE EADY Graduate Student Assistant Nova University	Assisted-Writing Activity Package
MS. PHYLLIS PECHTER Graduate Student Assistant Nova University	Assisted-Writing Activity Package
MR. HERB GREENBERG Graduate Student Assistant Nova University	Video Tape Cameraperson
MS. JILL GENTILE Graduate Student Assistant Nova University	Video Tape Cameraperson
MS. NATALIE HICKEY Graduate Student Assistant Nova University	Video Tape Cameraperson
MS. PATRICIA PORTNER Graduate Student Assistant Nova University	Video Tape Cameraperson
MR. CARLOS RONDON Graduate Student Assistant Nova University	Video Tape Cameraperson